DOCUMENT RESUME

ED 061 522	CG 007 003
TITLE	Human-Persons and the Use of Psychoactive Agents; A Drug Education Curriculum for Modern Youth.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	71
NOTE	408p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	*Drug Abuse; Drug Addiction; *Drug Education; Health Education; Human Relations; *Interaction; Interpersonal Competence; Interpersonal Relationship

ABSTRACT

These two manuals, student's and teacher's, present information to stimulate both dialogue and problem-solving activity on drugs and drug education within the classroom. With a focus on human interaction, the five units include an introduction, a section about people, one about drugs, a section on effects and consequences of drug abuse, and a section selecting ways of meeting daily situations. Making use of RAP sheets to provide information needed to initiate discussion, the "program" is founded on five assumptions: (1) that behavior is caused; (2) that these causes can be discovered and understood; (3) that understanding the causes of drug abuse and gaining insight into the consequences of such behavior upon others and oneself will help the individual select those behaviors of greatest benefit to himself and others; (4) that a search for understanding the dynamics of human behavior should benefit a large segment of the school population, and (5) that the by-products of such a program will be beneficial and create a more fully functioning, autonomous individual. (Author/TA)

ED 061522

HUMAN-PERSONS AND THE USE OF PSYCHOACTIVE AGENTS

TEACHERS' MANUAL

THIS MATERIAL WAS
COOPERATIVELY PREPARED BY:
THE EDUCATIONAL
RESEARCH COUNCIL
OF AMERICA, AND
THE PARTICIPATING SCHOOL
SYSTEMS—DAYTON, OHIO
AND LIMA, OHIO.

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HUMAN-PERSONS AND THE USE OF PSYCHOACTIVE AGENTS

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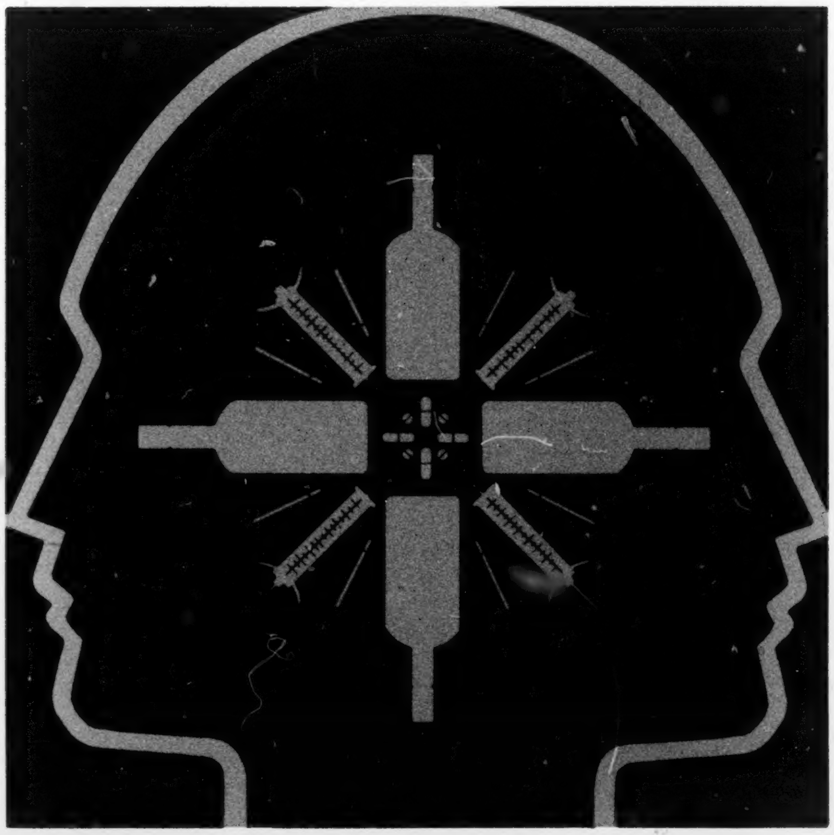

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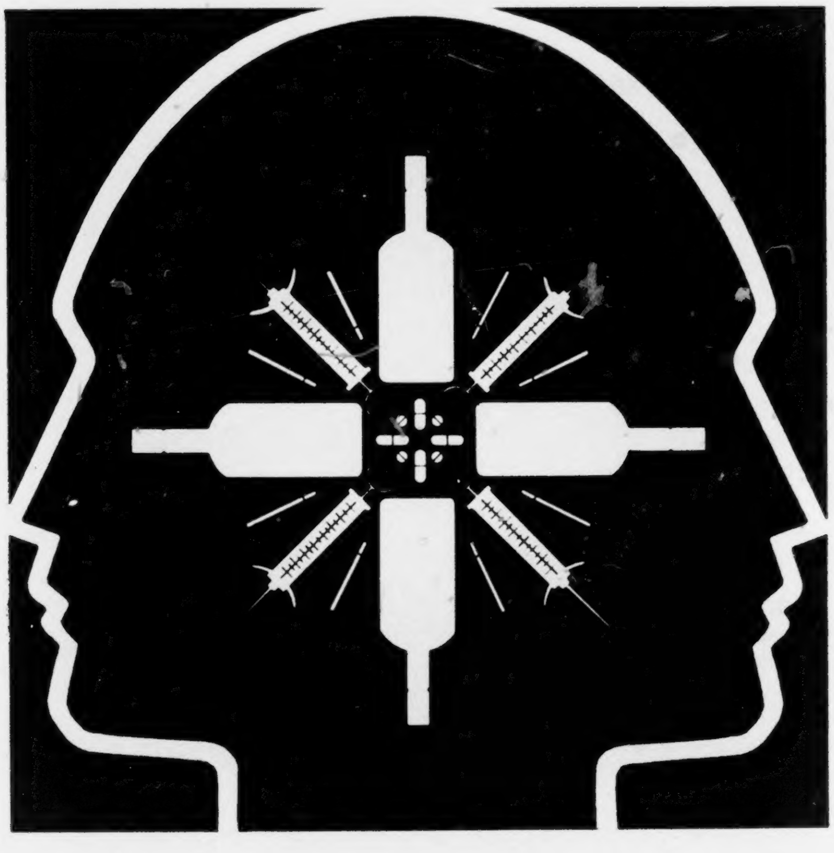

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Acknowledgments

The development of this program has been a cooperative effort from its very beginning. The ideas of Dr. Ralph H. Ojemann and his causal approach to human behavior have provided the basis for program development through suggested objectives and written material to provide the teacher with a background in understanding student behavior.

The project teachers in both Dayton and Lima have been diligent in their concern for the growth and the welfare of their students. As ideas have been tested and curricular materials tried, the intangibles resulting from close teacher-pupil relationships have led each of them into personal conferences with students having particular difficulties and into the education of parent and adult groups toward a more positive approach to the problems of drug abuse.

Numerous members of the Educational Research Council staff have contributed concretely with ideas, suggestions, and constructive criticism. Ideas gained as a part-time member of the State Drug Education Training Team Staff have contributed to the development of numerous student-centered activities found throughout the program.

Of particular significance has been the honest feedback received from members of the drug culture as they continue to emphasize that it is not just the curriculum, but the teacher, the person selected to interact with students about this most critical area of concern, who will mediate or fail to mediate the human-person approach and who will be the critical factor in the success of this or any other drug education program.

Dr. Eddie E. Myers
Chairman and Writer
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HUMAN-PERSONS AND THE USE OF PSYCHOACTIVE AGENTS

ASSUMPTIONS AND RATIONALE

With the development of any educational program, examination of the rationale and the assumptions upon which the program is based is essential. When the program deals with behavior surrounded with such emotional and political implications as are found in drug use and abuse, the examination is even more critical.

It has been characteristic of a significant segment of our society to approach undesired behavior irrationally and superficially. Political movements as well as individual actions in the past have tended to deal with undesired behavior by applying collective force to stop the behavior. A prime example from history of this type of approach can be found in the Prohibition of the 1920's.

It has been thought by many that the lesson had been learned from the Prohibition era, that such superficial approaches to social and human behavior problems are generally ineffective. However, current attitudes and demands surrounding the problems of drug abuse have indicated that, on the whole, we have not yet attained insight into the dynamics of such human behavioral problems.

The greater percentage of current drug debate, discussion, and educational effort has been primarily concerned with the inhibition of the behavior - simply stopping drug abuse. Far too little attention has been given to what conditions tend to encourage drug and alcohol abuse and what the probable causes of the undesired behavior might be. Questions of "Why such behavior?" are seldom followed by rational investigation and intelligent problem solving activity.

For some, the objective of drug education remains totally the inhibition (stopping) of the behavior, often because of increased symbolization of the behavior as an act of defiance or rebellion. Programs with total inhibition of the behavior as a primary objective rely on techniques often used to inhibit behavior - basically fear and/or punishment.

There are primarily three deficiencies in such an approach:

1) The structure of the human personality is permeable. Seldom can fear be effectively constrained to only one specific area of experience (e. g. drug use). Even if attempts to inhibit a particular behavior through scare techniques are effective, the byproducts of such forces on the personality often include increased generalized anxiety. This anxiety often gives rise to other psychological behavioral problems.

2) Most often such techniques are not effective in stopping the behavior. Fear techniques, primarily of an emotional nature, often fail to approach the behavior rationally. Facts are often ignored; misrepresentations are either permitted or encouraged to accomplish the objective. Intelligent investigation on the part of the recipients results in a credibility gap between the giver and receiver of the information. The quip of a recently interviewed drug addict, "My teacher lied to me!", indicates how such attempts can so damage the information producer and receptor relationship that the receiver may tune out the message entirely. The giver of the information ceases to be a significant force in influencing his behavior.

3) Any behavior, whether of drug abuse or of any kind, is caused. While the method selected by the abuser may be inappropriate and ineffective, it must be seen as the attempt of a human individual trying to solve a human problem. To simply inhibit the behavior without spending equal or even greater effort toward the provision for the discovery of effective alternatives only increases the frustration level of the person. This in turn decreases significantly the probability of his selecting an effective alternative. On many occasions the individual involved is unable to discover an alternative and thus "explodes" into the undesired activity in a sudden rush of emotion.

Because of the ineffectiveness and potentially injurious effects of approaching drug abuse behavior superficially, provisions must be made to ensure that these insights are used in the development of any drug education program. As the result of her research, Helen H. Nowlis, Director, NASPA Drug Education Project, concluded: ". . . the real problem is not drugs but people who use drugs. It is increasingly evident that people with problems - personal, social, intellectual - use drugs, and it is the individual with his reasons for using drugs that is the key to understanding drug use." (1)

Such a conclusion supported by extensive research and investigation makes mandatory an approach to drug education which focuses upon the human individual, the reasons or causes of his behavior, and how he might improve his decision-making abilities by understanding both the causes and consequences of various behaviors.

Using the causal approach to the problem of drug abuse, the Educational Research Council of America, Ohio State Department of Education, and the Dayton and Lima Public Schools, have developed an education program which has as a primary objective increasing the ability of the student to understand the causes and consequences of human behavior. This will be done to provide the student with adequate resources to select more effective alternatives in the solution of human-person problems than those of drug abuse or other personally or socially destructive behaviors.

In this we concur with Nowlis, who states, "The task is thus to educate, not about the 'evils' of heroin, marihuana, LSD, and the dangers of specific stimulants and depressants but about people, about chemicals and how they interact with people, about social control, about the positive and negative consequences of drug use for the individual and for society, to the extent that we know, rather than imagine them. We must help young people make informed decisions on the basis of broad, general principles." (2)

It is our belief that such should be the objective of this program. The decision to select such an objective is based upon the following:

1) That behavior is caused

2) That these causes can be discovered and understood

3) That an understanding of the causes of drug abuse and insight into the immediate and remote consequences of such behavior both upon himself and others, will help the individual select those behaviors which will be of greatest benefit to himself and others.

4) That a program based upon a search for the understanding of the dynamics of human behavior should be of benefit to a large segment of the school population. The adoption of the causal approach to human behavior will provide students with a means to approach other problems resulting from behavior found ineffective in the realization of personal and societal goals.

5) That, contrary to the use of scare techniques, the byproducts of such a program will be beneficial, creating a more fully functioning, autonomous individual.

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(1) Knowlis, Helen. Drugs on the College Campus. Garden City, New York: Anchor Books, 1969, p. 19

(2) Ibid , p. 20

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UNDERSTANDING DRUG BEHAVIOR

The teacher is the key person in the development of any drug education program. For the program to be successful, he needs an understanding of the approach to behavior suggested by these curricular materials. Early experiences in the development of this program have indicated that, unless the teacher understands and appreciates the need for each student to understand his own behavior and the behavior of others, students themselves will fail to see the relevance of the causal approach to the problem of drug use and abuse.

For this reason, teacher in-service training prior to the initiation of this program is strongly recommended. These workshops are available through the Division of Drug Education of the Ohio State Department of Education and the Psychology Department of the Educational Research Council of America.

A very brief summary of major concepts involved in this approach follows.

Background in Behavior

For purposes of teaching one can think of behavior as a product of the interaction of some motivating forces with the ideas, skills, and other psychological and physiological resources the individual possesses at the time the behavior takes place. A simpler way of saying this is that the individual has some basic feelings he wants to work out and he uses whatever ideas, skills, strength he has available to reach his goal in satisfying these so-called "needs."

In brief, the process of meeting personality demands may be conceptualized as follows:

I. Every young person is faced with such tasks as:

   1. Achieving a measure of self respect - being a person in one's own right, recognized as a significant person, developing into one's own potential
   2. Achieving a feeling of belonging - through achieving a measure of acceptance by individuals significant to the individual with mutually satisfying social interaction
   3. Achieving a measure of emotional security - feeling he has control over or protection from the things that hurt him
   4. Dealing with sex feelings
   5. Dealing with the demands for activity and rest
   6. Satisfying hunger for food, thirst, and other tissue needs

II. In working out these tasks the individual devises or adopts a method, using whatever ideas, skills, attitudes, or other resources he has available. He may have learned that there are some activities he can perform more skillfully than others. He may see someone using a method that looks good to him and he adopts it. He may learn of some methods through what he is told or what he reads. He gets his ideas from many sources.

III. If he finds a given method he will tend to contine it. People tend to give more emphasis to immediate effects and less to long-term consequences unless their experiences have been broadened through effective learning to help them become aware of the more remote consequences.

IV. In working out these tasks the person may meet some barriers. For example, he may have difficulty in achieving the respect of his classmates or a peer group, or in feeling that he "amounts to something." People may think of him as being less capable than he is. He may feel he is being pushed around. He may not "see the use" in what he is studying at school. He may have some serious worries arising from current social issues, such as the draft, war, ecology, and dehumanization. There may not be a feeling of love at home. The barrier may have many sources.

V. When a person meets a barrier which he cannot easily overcome, he feels blocked or frustrated. This is an unpleasant feeling and he tries to get rid of it. He uses whatever ideas, skills, attitudes, and other resources he has available. He receives his ideas and attitudes from many sources.

VI. If he feels he cannot remove the barrier, doesn't understand it, or hasn't learned how to meet such difficulties, he may try such methods as:

1. Creating a disturbance in the classroom
2. Silence, withdrawing from associations with peers or adults.
3. Verbal and physical aggression
4. Excessive fantasy, escapism

5. Lying, dishonesty, stealing
6. Exploitation of sex
7. Drug and alcohol abuse, chain smoking
8. Stirring up a family conflict
9. Berating "the Establishment."
10. Engaging in some protest activity along with others

If he finds that one method won't work, he will try another.

VII. Thus, the foundation for preventing the development of "abuse" behavior and promoting the growth of constructive behavior requires that the student learn to understand the nature of the tasks life presents, the nature of frustrations, differences between constructive and non-constructive methods of resolving frustrations, including differences in their remote as well as immediate consequences; and that he acquire facility in the use of constructive methods for working out the daily tasks, including the identification of sources of help when frustrations get too big to handle alone.

These basic concepts of behavior are so important that no teacher should attempt to teach this program unless he has checked himself as to his understanding and appreciation of a causal approach to behavior.

Nature of Use and Abuse Behavior

The program recognizes that there are both uses and abuses of drugs. The extent to which modern medicine uses drugs for healing purposes is an obvious example of drug use. The use of volatile solvents in certain adhesives made possible both effective and convenient "glues" (a use) and "glue sniffing" (an abuse). Almost anyone can name several drugs which when used according to directions are very beneficial. When the same drugs are used in much larger amounts or in very different ways than those called for in the directions, they may interfere with body functions to such an extent as to shorten life, reduce available energy, or otherwise adversely affect the functioning of the individual.

How a person evaluates a given effect depends on what he wants to do with his life. In man's history there have been people who felt that the shorter the life here on earth the better. Such people perhaps might not consider using a drug in such quantities as to shorten life an abuse of that drug. On the other hand, most people wish to live as long as reasonably possible.

Thus the Developmental Program in Drug Education recognizes the value of each student's clarifying for himself what he wants to do with his life, drawing from the contributions of moral and religious philosophy ideas and principles for his own standard of values. He is then encouraged to use this standard in deciding how the daily problems he meets are to be worked out and the role of drugs in meeting the daily tasks.

The foregoing considerations make possible a working definition of "drug abuse behavior." The use of a drug which is inconsistent with the individual's own purposes and goals for his life is "abuse behavior." In interpreting this statement, it is helpful to recall that, since the individual lives in a world with other people, no matter what purpose he adopts for his own life, he normally finds it to his advantage to work out that purpose in a way that at least permits, if not facilitates, others to work out their chosen purposes.

Variations in Drug Behavior

The form which drug behavior takes varies from time to time. Often it depends upon the availability of the drugs. Other times it is the result of current social expectations and fads. In earlier periods, glue sniffing was popular among certain younger students. In 1970, students were taking the small pellets from Darvon capsules for a "high." Mixtures of hallucinogens and speed or other stimulants are becoming increasingly popular. Students may hear claims that MDA (trimethoxyamphetamine) is a potent "love drug" and jump in on the latest fad. It is highly probable that new drugs will appear in the future and that new forms of drug behavior will appear. It will be helpful for you to bring your knowledge of current drug use and abuse patterns up to date. Raps with students from the drug scene are recommended to help keep you in touch with "where it's at."

Behavior toward drugs will vary not only over time but also among groups. In some communities there is little drug abuse; in other communities there is much. In some communities marijuana may be popular. In others its place has been taken by something else. Every teacher will want to find out the backgrounds of the class being taught. Much of this information may be obtained through the interaction of the classroom.

In communities where drug abuse presently does not appear in significant amounts, the material in this program can be used to prevent the development of abuse behavior.

HOW TO USE THE TEACHERS' MANUAL AND STUDENT RAP SHEETS

The senior high drug education program is developed through the use of selected student RAP Sheets and informational materials.

The focus is on human interaction as the teacher and student attempt to cooperatively seek solutions to very real and pressing human problems. Extensive use of group processes such as those suggested in this manual is recommended for maximum effectiveness. Student initiative should be supported and encouraged.

How the RAP Sheets Are to Be Used

The RAP Sheets and accompanying materials are to be used only to provide information which may be needed for intelligent dialogue and problem-solving activity. It is not necessary that the student receive each of the RAP Sheets contained in the student materials. Quite often you can introduce the concepts contained in the RAP Sheet through informal discussion. You can then introduce the method selected to facilitate consideration of concepts contained in the RAP Sheet. If the RAP Sheets are to be given to the students, they should be passed out as the topic is introduced. It is recommended that the students not receive all of the RAP Sheets in the student booklet at one time.

These RAP Sheets should provide a means for maintaining flexibility in the development of the objectives of this course of study. The teachers' manual indicates those exercises which can be considered optional. RAP Sheets which contain concepts considered essential to the program include the following: I-A, B, E; II-B, D, H, K, J; III-B, C, D; IV-B, C, D, E, F; and V-A, C, E, F.

In addition to the concepts presented in the RAP Sheets themselves, numberous other activities and alternatives are suggested in the Learning Activities section of this manual.

Where to Place the Course of Study

The learning activities of this program have been designed to provide for their use in a variety of sugject matter areas. They may be a significant part of a study of social problems in the social science program. They have been used in health, science, and psychology courses. They could be used as a part of a total guidance program.

The teacher himself tends to be a more critical factor than the course of study he normally teaches. Principles learned in this course of study provide a framework to approach a number of various social, scientific, and health problems.

It is recommended that, if at all possible, the students participate in the selection of the teacher. Because of the nature of this program, a close rapport between the teacher and his students is essential. Satisfactory arrangements were made in selection of the teachers for the experimental classes in the early development of this program. The students submitted a list of teachers they wanted to have teach the course. The administrator then selected the teachers who he agreed would be effective in implementing the program. Length of time for the course may vary. A forty-five minute period each day for nine weeks is recommended with the following suggested time allotment for each unit: Unit I-one and one-half weeks; Unit II-two and one-hal weeks; Unit II - one week; Unit IV - two weeks; Unit V- two weeks. This allotment pattern should remain flexible and responsive to student need. The major danger is in spending too much time on the drug facts alone, without the concurrent examinations into the dynamics of human behavior.

Student Reading and Achievement Level

Because of the variety of concepts introduced in these materials, the reading level of the materials varies from seventh grade to twelfth grade, depending upon the RAP Sheet under consideration. Some of the materials will provide a challenge to your very best student.

Experience with low academic students indicates that teacher adaptation is necessary for the poor reader or low achiever. Students on this level tend to depend heavily upon oral communication rather than written material. Several exercises for the low achiever have been suggested in the teacher manual. The teacher can use the RAP Sheets as his resource booklet as he facilitates student rap on the concepts introduced.

Other materials might be considered "heavy" for the average student. For example, the concepts introduced in the RAP Sheet concerning "Drug Abuse and the Law" are complex. If the teacher feels the material is over the students' heads, then he should proceed to the "Drug Legislation Chart" and introduce those concepts contained in the former sheet which he feels the students can adequately handle.

The teacher will be the single most important source for adequately providing for the experience which can best facilitate student understanding of the concepts introduced in the program.

Provisions for a Drug Information Center

Provisions were made in experimental classes for student accessibility to a variety of drug information materials, books, and filmstrips. Student motivation to learn more about the facts about drugs tends to be high. Provision for an adequate supply of a variety of materials for independent study time results in less time needed to obtain the basic facts students need to know about drugs. It also reduces the temptation or the feeling of responsibility which the teacher may feel to be a "drug expert."

Students tend to more readily accept and act according to information which they have participated in accumulating. See the Resources section of this manual for suggested materials.

Care and Selection of Additional Teaching Resources

The description of the suggested learning program contains numerous references to articles, films, transparencies, and other types of material. There will come to the teacher's attention other types of material. It is suggested that new items be carefully examined before they are selected for use. Some of the material currently dealing with drug abuse is heavily weighted in trying to deal with symptoms instead of directing the discussion to the underlying causes. There is much emphasis on the physiological effects of drugs. The program will not be effective unless the student is helped to develop his ability to think in terms of how the behavior may have developed and what it may mean to the "abuser."

Format of the Unit

Each unit in the teacher's manual contains an introductory dialogue, a suggested list of objectives, a suggested program of learning activities to be used in conjunction with the student RAP Sheets, a continuing dialogue to further explain procedures suggested in the activities, and a list of resources which you might use for your background or for student information.

The initial activities of the program are very important as the tone of the class is established and the objectives of the course are developed. For this reason, the following elaboration on how you and your students might cooperatively develop the objectives is presented.

How the List of Objectives is to Be Used

The list provides the objectives which the study of human development, as it relates to drug use in our culture, has indicated as most helpful for the development of intelligent behavior toward drugs. The list was developed by using knowledge of the available research and analytical findings. The use of research and clinical study broadens the base of one's experience considerably and thus provides an extensive foundation for the selection of objectives.

The pupils in a given class may "feel" the relevance of some of the objectives and not of others. The objectives were derived by considering what research and analysis had indicated as to what would be helpful in developing constructive behavior toward drugs. However, since most pupils would probably not be familiar with the findings of research, they may not appreciate the relevance of some of the objectives. The teacher wants to know to what extent the students in the class "feel" the significance of each objective.

Furthermore, the list of objectives may not be complete. Recent developments may make the students aware of some new needs. This is possible especially in an area such as behavior toward drugs in which changes often occur rapidly. A new drug may be developed which poses new problems, or some other new development may occur.

It is hoped that the teacher will help the students feel that the objectives are relevant to them, detect the extent to which the class considers each objective relevant, and check the list for completeness. Therefore, it seems highly desirable and logical that teacher and class work together to develop for each major unit some objectives through class discussion, and then check their product against the given list, which was derived from scholarly analysis. Then additions can be made. In such a procedure of working together, the list of objectives supplied with each unit will serve several purposes, as the following discussion will indicate.

The teacher can proceed in several ways in working with the class to develop a list of meaningful objectives. Whatever procedure he uses, he wants every objective to be expressed in meaningful behavioral terms and every student to "feel" the significance of the objectives which guide his study.

One procedure of teacher and class working together to develop a meaningful list will be described to show how the prepared list may be used. It seems the suggestion developed will be applicable to other procedures as well.

The teacher could begin by asking the class what they think are some of the significant aspects to study about the topic under consideration. These suggestions could be obtained through small group process techniques. This would give students an opportunity to express what their experience has suggested. If the teacher has the objectives (in meaningful terms) suggested by scholars of the problem thoroughly in mind, he can sort out the various ideas as they are expressed by the class and help the class to put them in the form of meaningful objectives. The list thus facilitates the process of expressing goals in meaningful terms.

As the class discussion proceeds, the teacher, by virtue of his knowledge of the objectives that have been developed, can detect aspects not brought up by the class. He can introduce these by such questions as, "How about thus and so?" or "Some studies of the problem have suggested thus and so. What should we do with those findings?"

Similarly, if he finds that the class discussion brings out some objectives not included in the list and they appear relevant to the situation, he can add them to the list.

In such a procedure, the teacher uses the attached list of objectives in two ways - (1) as a guide to assemble the ideas expressed by the class and put them in meaningful form and (2) as an aid in helping the class to incorporate the findings of scholars in the area. Without the list, the teacher may have difficulty in putting the objectives mentioned by the class in meaningful form, and he would have difficulty in checking the suggestions produced by the class to see if they include the findings of research studies in the area. As indicated above, the ordinary experiences of youth and adults tend to be limited, and one of the functions of research is to widen this experience.

After the list of objectives has been developed, class and teacher may examine each item to see if there are any that some members of the class "feel" are not significant. Even though class and teacher together have developed the items, using the combination of youth experience and adult research and experience, there may be individual students who have difficulty in appreciating the significance of some objectives. The significance of some objectives suggested by research may not be clear to some students, since research may go considerably beyond their experience.

If any objective appears irrelevant to several students, the teacher would take time to discuss with them the significance of the objective for their development. If an objective does not seem significant to the student, there are two possibilities: Either the objective is indeed irrelevant to the student's development (it may not apply now but will later, or it may never be relevant) or the objective is relevant, but the student does not have the background to "feel" its significance. If the teacher, together with consultant help, cannot supply a rationale for an objective, the objective should be dropped. If there is a rationale, but the pupil does not appreciate the rationale, the teacher can take measures to help the pupil acquire the necessary background through class work. If it applies to only a few, this can be done through individual procedures.

Considerable care will have to be exercised by the teacher to develop the basic rationale for the less obvious objectives. Sometimes research has revealed needs of which neither youth nor adults were aware.

Such less obvious needs may require considerable discussion to clarify their significance; the teacher may need the help of consultants who can supply further background.

In discussing objectives, the teacher must be careful to discriminate between claims of irrelevance that grow out of inadequate background in the area and those that grow out of emotional difficulties of the student. If a student has suffered extensive and severe deprivations so that he is plagued by feelings of deep insecurity and inadequacies, he will have difficulty in logical thinking in almost any area. To help a student of this type may require assistance from pupil personnel services.

Maintaining Learner's Emotional Security, Feeling of Personal Worth and Self-Confidence

In all of the learning experiences, verbal or otherwise, if learning is to be efficient, the learner's feeling of personal worth and confidence has to be maintained. Such procedures as:

1) dominating the pupil
2) considering the teacher-learner relation to be of the "catcher-culprit" type
3) assuming the learner is less capable than he really is
4) talking down to him
5) making decisions for him in areas where he has the background to assist in making the decisions
6) providing material too easy or too difficult
7) neglecting to try to understand the learner and appreciate the difficulties he may be facing
8) paying no attention to the learner's feeling of significance of what he is studying

are examples of procedures that tend to undermine security and self-respect.

An important source of a feeling of insecurity or inadequacy could arise when the learner has been using an "immature" method for satisfying a "need," and the content he is learning suggests to him that the method is an immature one and therefore logically should be given up. For example, suppose he has been using alcohol or some other drug to help him "forget" or "escape from" some frustration. Suppose he learns that the drug is not really helping him to solve his difficulty and, in addition, may be causing him bodily harm. This realization could be very disquieting.

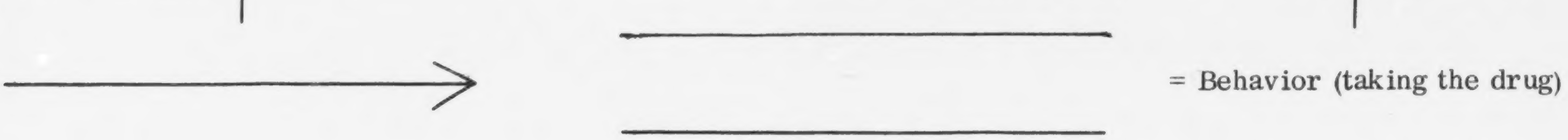
Another example, suppose the learner has been using temper outbursts and "striking out" as a way of dealing with many of his frustrations. Further, suppose that from the content he studies he begins to realize that temper tantrums are essentially "immature" ways of attempting to deal with one's frustrations do not really help to solve the problem. The individual may "feel good" for a while, but after the tantrums the difficulty still remains. Again this realization could be very disturbing.

The situations in both of the above examples can be diagrammed in this way:

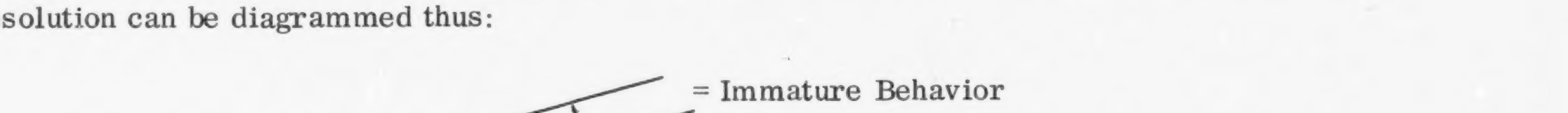
The longest arrow represents the "need" or motivating force to be satisfied.

This channel represents the method the individual is using to satisfy the need.

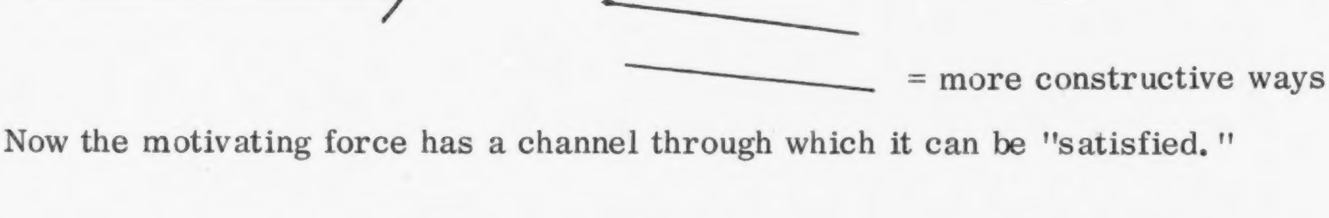
The resulting behavior is taking the drug to forget frustrations.


= Behavior (taking the drug)

When the learner realizes that the method he is using is an immature one and he doesn't want to continue with it, he feels blocked. This situation can be diagrammed this way:


channel is blocked and individual feels further frustration

The channel is blocked,but the motivating force or "need" is still present. This further frustration can be very disturbing to the individual. He has to find some way of working out this motivating force or "need." The problem is to help him find a more "constructive" method - another channel. The resolution can be diagrammed thus:


= Immature Behavior
= more constructive ways

Now the motivating force has a channel through which it can be "satisfied."

It is very important in guiding learning to recognize the possibility that such situations may arise and to help pupils who may be faced with them. Very little attention has been given in the past to this problem. There is a possibility that much of the so-called irrelevance may have its source in such situations.

We have also failed to recognize that the initial phases of learning may be the most uncomfortable as the person begins to realize his behavior is immature or ineffective. Often the behavior becomes "worse" as he attempts to learn new methods and handle the frustration caused by the increased knowledge about the ineffectiveness of his prior behavior. Teachers lacking this understanding may be tempted to give up, since the initial behavior not only fails to show improvement, but also appears on the surface to be worse. Behavior change requires patience, tolerance, and understanding of those attempting to change the behavior, as there is often a continued spiral of progress and regression.

Purpose of Drug-Alcohol-Tobacco Education Program

The overall purpose of this program is that each person find alternative ways of meeting the tasks of living which will more satisfactorally help him to move toward his goal in life---his standard---what he wants to do with his life, than the abuse of psychoactive agents. Since he lives with other people, he has to work out his goal in ways that at least permit if not facilitate others to work toward their goals.

To learn to use drugs and related substances in this way, he has to know what drugs exist, what effects they tend to have on the human organism, and how they fit in with other alternative ways for meeting the daily tasks.

He also has to be emotionally free to use this knowledge. This means that he has to know about mutually constructive methods for meeting his daily security, adequacy, self-respect, and similar needs. He should not be plagued by so much insecurity, inadequacy, or other emotional strains that they interfere with his logical use of drug knowledge. The use of small groups should be not just as a resource for intellectual learnings, but as support and a help in meeting the personal needs of the students. They can also operate to help students set standards of behavior and personal codes of conduct.

CENTRAL LIST OF PROGRAM OBJECTIVES

Unit I

A. That I, the learner begin to understand the nature and extent of the problems arising from the abuse of psychoactive agents and develop an understanding of the importance of this study as shown by the ability to:

1. List commonly used psychoactive agents and their effects.
2. Relate how I feel about drug use and abuse
3. Develop a list of things I want to know about the use and abuse of drugs and related substances.
4. Develop with other members of a small group significant objectives to guide our study of the use and abuse of psychoactive agents.
5. (Optional) Identify reasons why the above questions and objectives are significant to me.

B. That I, the learner, understand probable reasons for the increased attention given to drug use and abuse by my ability to:

1. Describe current reactions to our society to psychoactive agent use and abuse

2. Develop preliminary hypotheses about probable causes for these reactions

3. Relate general principles of drug use and abuse and society's reaction to them in the hist

Unit II

A. That I, the learner, develop an understanding of and appreciation for the factors producing hu behavior as shown by my ability to:

1. Define motivating forces in terms which indicate a personal understanding of the concept

2. Describe some of the motivating forces which have been found to cause human behavior

3. Identify and define resources an individual might call upon to satisfy a given motivating

4. When given an example, show how a particular behavior is the result of an interaction o forces operating within the individual and the resources which he has concurrently avail

5. Describe some of the motivating forces which may be found to cause his own behavior

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A. 6. Describe what happens when frustration develops from the blocking of one or more motivating forces

7. Describe possible effects of understanding the dynamics of human behavior upon one's own behavior

B. That I, the learner, develop an understanding and appreciation of the dynamics of drug abuse behavior as shown by my ability to:

1. Differentiate between dealing with misuse behavior in an arbitrary, judgmental way and in a manner that takes causes into account

2. Describe several examples of drug abuse behavior and indicate what motivating forces were probably involved, what resources were used, and how the individual developed these resources

3. (Optional) Discriminate between the environmental conditions (sociocultural factors) which can affect human motivations and resources, and the motivating forces and resources themselves which cause the behaviors

4. Suggest from a knowledge of probable causes how some specific behavior patterns could be changed

Unit III

A. That I, the learner, understand many of the physiological effects upon the human organism of commonly abused drugs by my ability to:

1. Develop a definition of the term "drugs" which would include the psychoactive agents of alcohol and tobacco
2 Identify commonly abused drugs and their immediate effects upon the human organism
3. List various slang names of the commonly abused drugs
4. Identify variables which can account for differing physiological effects of different drugs
5. Identify the different patterns of drug use and describe the interrelationships existing between these different use levels

Unit IV

A. That I, the learner, develop the knowledge and understanding of the immediate effects and long-range consequences of drug abuse as shown by my ability to:

1. Relate the short-term and long-term consequences of breaking laws written to control drug abuse
2. Identify the probable short-and long-range consequences of specific drug behaviors
3. Describe in probability terms the immediate and long-term effects of the different patterns of drug use

Unit IV

B. That I, the learner, develop an understanding of the influence of one's life goals upon one's behavior as shown by my ability to:

1. Evaluate the consequences of drug abuse in relation to one's life goals

2. Suggest alternatives other than drug use to reach one's short-term and long-range goals

Unit V

A. That I, the learner, develop an increased understanding of myself and my own life's goals as shown by the ability to:

1. Describe myself as I am and would like to be

2. Describe my own life's purpose

3. Identify methods often used in developing one's standards in decision making

B. That I, the learner, develop the ability to consider alternatives and their consequences (immediate and remote) and to select ways to work out my feelings that are consistent with my life purpose as shown by my ability to, when given a situation, describe the feelings involved, alternatives available and their consequences and the decision which would be most consistent with my life's purpose

C. That I, the learner, clarify for myself those ideals, attitudes, and ways of living which I value, as shown by the ability to determine what kinds of alternatives I would probably take when faced with conflict situations.

HUMAN-PERSONS
AND THE
USE OF
PSYCHOACTIVE
AGENTS

UNIT I--ABOUT THE PROBLEM

Introductory Dialogue

Without question the area of drugs and related substances is significant to youth at this time. However, the teacher must provide the experiences whereby the student can see the relevance of a classroom study of this area. It is important that the student understand that the approach will respect both his intelligence and his own self worth in the decision-making process and in the study of this area. For the program to be successful in reaching its objectives, the student needs to understand that the approach will be neither arbitrary nor judgmental, that effort will be made to search for the causes of human behavior, that each student can increase his awareness and responsibility for self through this study, and that the focus of study will be primarily concerned with people - human persons - and how each human person can most effectively direct his life.

The facts surrounding drug use and abuse can be presented as an extension of the search to discover more about the human person who may select the use of certain drugs as a way to solve numerous personal problems. These facts should be used,not as an intellectual exercise for memorization, but as relevant data for further behavioral analysis and personal decision.

The greater the degree of student involvement through the small group processes, the greater the likelihood of accomplishing the objectives of this unit.

Continuing Dialogue

Using Pretests and Setting Objectives

It may be that the students in a given class already know a great deal about drugs --- the different kinds, their effects, and where to get them. They may have friends or know of someone who has been into drugs for a considerable period of time. It may be that they also possess considerable misinformation. You may expect the students to rely heavily upon what their friends have told them or what they feel they know as the result of their own experiences. They will be matching their present knowledge with the information to which they will be exposed. The more supportive the class atmosphere during these considerations of conflicting ideas and information, the more likely positive change and accurate evaluation of accumulated information will occur.

The extent of knowledge and concern about drugs and drug use will vary greatly from one community to another and from one class to another. Not only are there often large differences among classes, but there are often large differences in knowledge and concern within each class itself. Knowledge may range from that of the sophisticated pharmacologist to a complete naivete about the whole area.

The first two exercises are designed to serve as an informal pretest of student knowledge and concern. It provides an opportunity for teacher-student cooperation in setting course objectives. Through these activities the teacher is able to evaluate student attitudes, feelings, and knowledge and may, on the basis of this knowledge, work to establish the relevance and goals of the course of study.

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Resources

You may wish to use one or more of the following tests or questionnaires to evaluate student knowledge and attitudes:

* 1. Behavior and Drug Knowledge Questionnaire, (Senior High) ERCA.

* 2. Drug Semantic Differential Inventory - ERCA

* 3. Developmental Attitudes toward Drugs, (Secondary) ERCA.

4. Risk Taking Attitude Questionnaire, Carney Enterprises, Inc.
5024 Narragonsett Ave.
San Diego, California 92107

5. Personal Orientation Inventory, Educational and Industrial Testing Services,
P. O. Box 7234,
San Diego, California 92107

Objectives

A. That I, the learner begin to understand the nature and extent of the problems arising from the abuse of psychoactive agents and develop an understanding of the importance of this study as shown by the ability to

1. List commonly used psychoactive agents and their effects.

2. Relate how [illegible] feel about drug use and abuse.

3. Develop a list of things I want to know about the use and abuse of drugs and related substances.

4. Develop with other members of a small group significant objectives to guide our study of the use and abuse of psychoactive agents.

5. (Optional) Identify reasons why the above questions and objectives are significant to me.

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Learning Activities

1. About the Problem.

a. Using the first page of RAP Sheet I-A, "About the Problem," have each student list some of the drugs he already knows about and some of the possible effects. All drugs have a potential for abuse. The fact that a drug might have a potential for abuse does not necessarily mean it should not be used. Alternative: You can divide the class into two groups with a leader for each, and explore the topic, "What We Know about Drugs and Drug Abuse." Your major function here is to listen.

b. As suggested in RAP I-A, you may present several case studies of abuse. The film A Day in the Death of Donnie B shows the day of an addict, in this case a young black in a ghetto neighborhood. You may wish to use the tape of a 19-year-old who taped his thoughts prior to committing suicide. You may show the film of the TV personality seen as the prosecuting attorney in the Perry Mason TV series.

The RAP Sheet contains information on drunken driving and the effects of drugs on the ability to operate a motor vehicle.

An even better source of case studies is the report students might give of the abuse of alcohol, tobacco, and other drugs.

c. Give attention to the point that one seldom sees his own behavior as contributing to his own death or personal destruction.

Continuing Dialogue

Who Me ?

You may wish to emphasize strongly how we seldom see our own behavior as contributing to our own death or personal destruction, but be sure to include yourself and other authority figures in the progress. You need not limit this analysis to just the area of drugs. The problems of pollution and over population are other examples of how difficult it is to realize how what I do might adversely affect myself or others whom I care about.

You may also discuss briefly how we manage to deny or distort some of the facts that keep us from admitting the probable effects of our behavior. For example, the psychiatrist who speaks about drug abuse might justify his smoking by saying, "The true facts aren't in yet!," a case of the psychological defense mechanism called rationalization. Other examples include: "It may happen to them, but it won't happen to me"(which could or could not be correct).

Use of Small Group Techniques

Involving the student in the small group process early helps set the scene for later"student-centered" activities. If you begin with a great deal of teacher-centered activity and talk, the students may be less receptive to the use of that group process later.

Generally, you may find the students somewhat less secure in this change of emphasis. The teacher-centered activity does provide a sense of security to the student and he has a long history of being told what is what by his teachers. Your students will need your support and encouragement as they begin to exercise greater initiative and involvement in the study.

Resources

* Operation Outreach by Dr. Gerald Edwards, Adelphi University, Garden City, New York, 1971.

An excellent book on the use of small group processes and human relations techniques in the classroom scheduled to be published soon.

A Primer for Teachers and Leaders by Leroy Ford Nashville, Tennessee: Broadman Press, 1963.

40 Ways to Teach in Groups by Martha Leypoldt. Valley Forge, Pennsylvania: The Jordan Press, 1967.

* Classroom Sociometric Analysis by Dr. Eddie E. Myers - manual and supply kit available from ERCA for $2.95. This manual and accompanying supply kit can provide you with valuable information about the social relationships within the classroom. Results can be used for developing classroom discussion groups.

* Teachers and Learners: The Interactive Process in Education by Alfred Gorman. Banton: Allyn & Bacon, 1969.

Objectives (repeated)

A. That I, the learner begin to understand the nature and extent of the problems arising from the abuse of psychoactive agents and develop an understanding of the importance of this study as shown by the ability to

1. List commonly used psychoactive agents and their effects.

2. Relate how I feel about drug use and abuse.

3. Develop a list of things I want to know about the use and abuse of drugs and related substances.

4. Develop with other members of a small group significant objectives to guide our study of the use and abuse of psychoactive agents.

5. (Optional) Identify reasons why the above questions and objectives are significant to me.

Learning Activities

1. d. RAP Sheet I-A concludes with questions found to be of concern to most students. You may wish to divide the class into buzz groups to discuss some of these questions. There are numerous ways the class can be divided into these groups of four or five students each. You may have the students simply get with three or four others he would like to be with. There are many advantages to using sociometrically developed buzz groups, which combine pupil selection and teacher placement for longer term discussion groups. At other times, you may have the students count off, to get the proper number in each group.

2. Monad - Dyad - Small group buildup.

a. Each student writes a list of the questions he would like answered in the area of drug use and abuse.

b. Each student selects someone in the class whom he does not know well. Each pair (dyad) discusses the questions each of them has written. They reach consenus on five items (or questions) which they would like to have established as objectives for the study. Each member of the dyad writes these five items.

c. The class organizes into groups of five. (Rearrangement of some dyads will occur). These groups reach consensus on four major objectives for the class.

Continuing Dialogue

Don't Come on Strong

Do not begin this section of the study to convince the students that "Drugs are bad" or "Look what will happen to you if you take drugs." These experiences have been designed to first help the student examine what he knows as a form of pretest described in earlier paragraphs of this dialogue. Secondly, it needs to be acknowledged that while to use a drug does not necessarily mean one will abuse it, there are numerous cases which indicate the potential for all psychoactive agents to be abused.

You may find that reports from students' own experiences will be sufficient to establish the point. The case studies suggested - the film, recording, or news account - may be misinterpreted as a put down on drugs per se if not handled carefully.

You may accomplish the same objective with teacher-student role play of situations followed through after the following questions:

"You are 30, married, and have two children. The guy(or girl) you married becomes an alcoholic. What do you do?" or "Your child (brother, sister, best friend) is getting into drugs pretty heavily. What do you do? How do you feel?"

Resources

A Day in the Death of Donnie B. film #258980, free loan from The National Audiovisual Center, National Archives and Records Service.

The Story of Craig - a recording of the 19-year-old who taped his farewell message just before committing suicide. Copies may be available through your local radio station at little or no cost. Content is heavy, but it does picture the confusion of a sensitive young man.

A Breath of Air, available on free loan from your local unit of the American Cancer Society; a 21-minute color film. You may wish to use only the case study presentation of an emphysema patient.

The Message from William Talman, available through your local unit of the American Cancer Society. Frank comments about smoking from a popular actor, filmed just before his death from lung cancer.

Objectives

Learning Activities

d. These groups report to the class and, with your assistance, the class formulates a summation of tentative objectives for the study.

e. Tell the class some of the experiences planned to attain those objectives. For example, specific information about drugs will be examined in Units III and IV, questions relating to the whys of behavior specifically in Units II, IV and V. Students may also make suggestions as to adaptations or other activities which might help in achieving objectives.

f. (optional) You may want to discuss with the class possible reasons which a person might have for each of the objectives. For example, a student might desire information about the effects of drugs in order to select a drug for the particular effect he wants. However, he might want the information to support his previously made decision not to take any of the commonly abused drugs without medical supervision. Questions about why a person might take drugs could come from curiosity, from a desire to know why a friend is taking a drug so he might help him, or from a desire to better understand some of the dynamics of his own behavior.

g. You may wish to have students write in a personal notebook why they want to accomplish each of the objectives.

h. Each student may list his personal questions and class objectives in his own private notebook or folder.

Continuing Dialogue

News Articles

You will want a few forceful news articles to illustrate each of the problems noted. Students are usually most interested in the ones they bring in.

If you find an article which does adequately concern itself with causes, presents the total picture, contains no false or misleading statements or overemotionalized material, and suggests possible action which is related to the causes identified, compare it with others. Also send a copy to me. I would like to see it. They are so rare.

Exercise 4. a. is an attempt to help the student realize that adult behavior will be of concern in our study of why people do what they do. The students can be led into serious consideration of why their parents and other adults act as they do. Often the students are quite perceptive in seeing the conflicting motives within their parents' behavior. If some are less than complimentary, admit them. Do not let this become simply an exercise in criticism, but encourage honest consideration of why such great emphasis is placed on the drug problem in all media. The news articles examined in the previous exercise can provide the stepping stone into this exercise.

Resources

1. Local newspaper
2. The New York Times, Sunday edition
3. Popular periodicals: Life, Look, Time
4. Specialized periodicals: Today's Health, Psychology Today.
5. The Reader's Guide to Periodical Literature - students should be introduced early to this source for finding articles on specific topics.
6. Education Index, similar to the Reader's Guide, except for more technical professional journals.

Drugs and Drug Abuse Education Newsletter, Scope Publications, Inc. 1120 National Press Building, Washington D. C.
Drug Education Report, National Council on Drug Abuse Education and Information, Suite 212, 1211 Connecticut Av N. W., Washington D.C. 20036.

Objectives

B. That I, the learner, understand probable reasons for the increased attention given to drug use and abuse by my ability to:

1. Describe current reactions of our society to psychoactive agent use and abuse

2. Develop preliminary phpotheses about probable causes for these reactions

3. Relate general principles of drug use and abuse and society's reaction to it in the history of man

Learning Activities

3. In analyzing new articles - use of RAP Sheet I-B, "An Examination of Behavior," is optional. Have the students bring in news stories and use them for either small group or class discussion. Analysis often reveals:

   a. Lack of attention to and oversimplification of causes

   b. Failure to admit the short-term benefits of use, emphasizing only the long-range outcomes of the abuse of certai drugs

   c. Action suggested is often inappropriate to the causes suggested

   d. Incorrect or misleading information emphasized

   Use of the resource analysis sheet is optional. Perhaps students will be willing to take responsibility for bulletin board displays, at least one each week. These may be assigned on a group basis.

4. Introductory cultural and behavior analysis

   a. Introduce the class to the question, "What Is All the Fuss About?" in relation to the extensive attention our society gives to the drug problem. Use of RAP Sheet I-C, "What Is All the Fuss About," is optional. Have the students divide into buzz groups, giving them the following tasks: List at least three current behaviors in reaction to drug use and give possible causes for these reactions. There are five possible discussion questions at the end of the RAP Sheet.

Continuing Dialogue

Role Playing

Perhaps one of the most difficult activities for teachers to adopt as a regular part of any educational program is the use of role playing. Many teachers feel uncomfortable because they fear loss of control when the students are role playing. Perhaps some teachers are not sure of its value. The lack of structure, which means that positive results cannot be guaranteed and that students may not come up with the desired answers or observations, can make teachers hesitant to mess up orderly classroom study. Role-playing activities, on occasion, generate noise.

However, the risks are usually worth it. It is somewhat like jumping into the cold pool the first time. Come on in. The water is fine, and as you continue to use role playing you will increasingly feel more confortable and become more proficient in setting the scene for effective role plays.

Since the students are also often unaccustomed to such involvement in learner-centered activities, they, too, will be hesitant at first. Your support and encouragement will be needed.

The PTA Seminar can be fun as well as a valuable learning activity as the students are led into further analysis of adult behavior in reaction to drug abuse. Through the activities you may also be able to evaluate the attitudes and feelings of the students as they portray a particular character type.

The role play of "Joan" is generally more seriously approached and the analysis more relevant to current student difficulties.

Resources

Boyd, G. A. "Role Playing." Social Education, Vol. XXI, 1957, pp. 267-269.

Kean, C. D., "Some Role-Playing Experiments with High School Students." Group Psychotherapy Vol VI, 1954, pp. 256-265

Shaftel, Fannie R. and George. Role-Playing for Social Values. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1967.

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Objectives (repeated)

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Learning Activities

b. Recommended additional or alternative activities:

(1) To stimulate thought about why people do what they do and to introduce or emphasize the principle that behavior is caused, introduce the PTA Seminar Role Playing Situations. Set up the situation with the printed invitations and let the students develop the meeting themselves.

Of great importance: The discussion following the PTA role play is critical. Students will probably tend to continue the stereotype set up. It is your responsibility to take a situation based on stereotypes and turn the characters into real people. Questions to follow could include: 1. Why would a policeman react as he did in the role play? 2. What about the effects of the different personal experiences of the policeman and the young social service worker? What about how each person had been trained for his job? Discussion should focus on serious consideration of possible causes for behaviors which we commonly stereotype.

(2) With the above experience the class should be ready to seriously enter into the case study role play "Joan." This situation should stimulate discussion which might help the student see the problem from his parents' point of view.

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Continuing Dialogue

The Historical Perspective

The brief examination of the history of drug use and abuse is not critical to the development of the program, but can enrich the study and help place the current attention given to the problem in proper perspective. Usually the extent of investigation will be limited because of the limited time normally available for this course of study. However, students may be encouraged toward further reading on their own.

The reason for including the historical section at this point is only for reasons of perspective and as an attempt to help the student come to a greater awareness of possible causes for both the abuse of drugs and society's reaction to both use and abuse.

It is not intended that the students do an in-depth study of the drugs at this point. It is rather a kind of "touch-base" activity.

If you wish to develop more fully this section, the historical perspective, you may wish to use these activities as an introduction to Unit III-About Drugs instead of using it as a part of the introduction to the problem.

The article "A Brief History of Drug Abuse" by George B. Guffenhazen in Teaching About Drug American School Health Association, P.O. Box 416, Kent, Ohio 44240, is recommended for your reading and background.

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nstead of using it as a
n.

Drug Abuse" by George
ug American School
ent, Ohio 44240, is
ackground.

Resources

Film: Flowers of Darkness, #333080, available on free loan from National Audiovisual Center, National Archives and Records Service, Washington D.C., 20409. Other film distributors offer the film at nominal cost. Growth of heroin trade is traced; emphasizes need to control source and seek a better understanding of the user's needs.

* Film: The Allure of Drugs #7792 University of California Extension Media Center, Berkeley, California, 94720. Rental fee:$25. A part of the National Institutional Television series, Drugs: The Children Are Choosing, this film examines the historical perspective on drug use and today's cycle of drug experimentation and attitudinal change.

* BOOK: Fort, J. , The Pleasure Seekers, New York, Grove Press, Inc., 1969. Excellent resource for social as well as pharmacological perspective. $1.45.

Objectives (repeated)

B. That I, the learner, understand probable reasons for the increased attention given to drug use and abuse by my ability to:

1. Describe current reactions of our society to psychoactive agent use and abuse

2. Develop preliminary hypotheses about probable causes for these reactions

3. Relate general principles of drug use and abuse and society's reaction to it in the history of man

Learning Activities

5. History of Drug

a. Show film
Allure of D
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b. Have stude
RAP Sheet
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c. Have stude
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Note: You may
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Learning Activities

5. History of Drug Use and Abuse - alternatives:

   a. Show film The Flowers of Darkness or the film The Allure of Drugs, followed by discussion of film or questions on RAP Sheet I-D. Discuss the film or ask the questions in RAP Sheet I-D, "A Glance over Our Shoulder."

   b. Have students read Information Paper to accompany RAP Sheet I-D, "Are Drugs an Invention of the 20th Century?"

   c. Have students go to library to gather historical data on drug abuse, particularly if a Drug and Behavior Information Center has been established. Perhaps the class could divide into different groups to gather historical data for a particular drug during one period and present findings the following period. Standard reference works as well as specifically suggested resources may be used.

Note: You may wish to use the above activities as an introduction to Unit III instead of including the activities here. Be sure you are not led into the specific study of the drugs prematurely. The behavior unit (Unit II) is needed prior to an in depth study of the drugs themselves, according to project teacher reports.

Continuing Dialogue

Facets

These points examine the cultural and sociological aspects of drug use. The examination may lead to discussion of why the media has been so effective in selling our society on the value of things, often to the neglect of the value of people. What motivation do they often appeal to encourage the use of a products ?

Discuss with the class the problems of intelligent use of drugs. Although we would like to say the answer is simple - take drugs only under medical supervision - this response is neither practical nor realistic. This discussion can help the student see the significance of each person's learning more about the dynamics of human behavior and about himself and his goals in life, in addition to the basic facts about the drugs themselves.

One of the best articles related this area is the one written by Lennard, Epstein, Bernstein and Ransom noted in the Resource. They note the following from current advertising sent to doctors in the journal American Journal of Diseases of Children(August 1969) which pictures a tearful little girl, "School, the dark, separation, dental visits, monsters.... The everyday anxieties of childhood sometimes get out of hand.... A child can usually deal with his anxieties. But sometimes the anxieties overpower the chi
help may include Vistoril(hydroxyzine pamate). " To quote Lennard and
presents an oversimplified conception of behavior and behavior change.
and different situations is defined as undesireable, as constituting a me
requires the intervention of a physician and, most particularly, interve
psychoactive drug." (p. 438)

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of behavior and behavior change. Potential anxiety engendered by new
ndesireable, as constituting a medical and psychiatric problem which
and, most particularly, intervention through the precription of a

Resources

Film: Drugs in Our Culture, #7791
Another film from the same series, this film takes an uncompromising look at the cultural backdrop and variety of opinions being voiced as to why drug abuse is increasing among American Youth.

Blum, Richard. Society and Drugs. San Francisco: Jossey-Bass, Inc., Publishers, 1969.

Lennard, Henry, Leon Epstein, Arnold Bernstein, and Donald Ransom, "Hazzards Implicit in Prescribing Psychoactive Drugs," Science, Vol CLIX, July 31, 1970, pp. 438-44).

Objectives (repeated)

B. That I, the learner, understand probable reasons for the increased attention given to drug use and abuse by my ability to:

1. Describe current reactions of our society to psychoactive agent use and abuse

2. Develop preliminary hypotheses about probable causes for these reactions

3. Relate general principles of drug use and abuse and society's reaction to it in the history of man

Learning Activities

6. Facets of the Problem - RAP Shee

a. Through either class discuss
RAP Sheet I-E, "Facets of t
influence of mass media and
which tend to encourage the
as a method of escape from
distress.

Help the students understand
method a person has selecte
tion to the problems of daily
by consideration of the quest
RAP Sheet. These question
the study of Unit II-About Pe

b. Alternative - Show the film
uncompromising examinatio
with a variety of opinions as
creasing.

c. Alternative - Videotape TV
discussion as noted in parag
is unavailable, current news
or slides thereof, can be sh

Learning Activities

6. Facets of the Problem - RAP Sheet I-E

   a. Through either class discussion or an examination of RAP Sheet I-E, "Facets of the Problem," note the influence of mass media and other cultural influences which tend to encourage the use of psychoactive agents as a method of escape from personal discomforts and distress.

      Help the students understand that the use of drugs is a method a person has selected in his search for a solution to the problems of daily living. This may be followed by consideration of the questions at the conclusion of the RAP Sheet. These questions may serve as a bridge to the study of Unit II-About People.

   b. Alternative - Show the film *Drugs in Our Culture*, an uncompromising examination of the cultural backdrop with a variety of opinions as to why drug abuse is increasing.

   c. Alternative - Videotape TV commercials to stimulate discussion as noted in paragraph *a* above. If videotaping is unavailable, current news and periodical advertising, or slides thereof, can be shown.

TEACHER FEEDBACK

As we work to further develop the program, your responses to various aspects as we go along will help. Send with Student Feedback Sheets your ratings and comments to Senior High Drug Education Project, Educational Research Council of America, Rockefeller Bldg., Cleveland,Ohio 44113.

1. Please rate the following by circling the appropriate number:

1. The curriculum materials used in Unit I

too difficult too easy

1 2 3 4 5 6 7

dull interesting

1 2 3 4 5 6 7

informative uninformative

1 2 3 4 5 6 7

confusing clear

1 2 3 4 5 6 7

2. The methods suggested to teach the material in Unit I

appropriate inappropriate

1 2 3 4 5 6 7

disorganized well organized

1 2 3 4 5 6 7

helpful not helpful

1 2 3 4 5 6 7

unenjoyable enjoyable

1 2 3 4 5 6 7

II. If you were teaching this unit again, what change would you make in:

1. Materials:

2. Methods:

Other comments:

UNIT II - ABOUT PEOPLE

Introductory Dialogue

This unit contains the particular concepts which make this program decidedly different from many other drug education programs. Through the experiences of this unit, the student should be better able to understand both his own behavior and that of others. Some of these concepts, such as the approach to behavior early in the program, have been introduced in earlier exercises.

The attempt to apply the "causal approach" to behavior in the earlier exercises - to look at the whys of the behavior, not just the whats - was the first step to increased self-understanding of the dynamics of human behavior. These procedures for analysis are usually most effectively learned when applied first to people removed by some distance (physical or psychological), then to those with whom he is more closely identified (his own youth culture or peer group), and finally to himself for more effective personal decision making.

There are at least two orientations from which one may approach human behavior. One is self-interest centered, basically arbitrary and judgmental. Attempts have been made to insure that you as the teacher do not approach student behavior from such an orientation. Most teachers have been taught to look for the reasons and causes when a child misbehaves or disturbs others in his class. Experience has shown that excessive, arbitrary punishment proves either ineffective or undesirable for the accomplishment of long-term objectives. Teachers have found much more effective learning (viz. change in behavior) results from a teacher's taking time to examine possible causes, including the effects of the teacher's own behavior on students, and then reacting to the student's behavior in a way that will best contribute to his growth. Ineffective classes often result from a failure to adopt this causal or developmental approach to student behavior.

The objectives of this unit encompass drug use and misuse, but are extended beyond these areas. Students are led to ask, "Why do people do what they do? What are some of the basic motivating forces in my life and how am I trying to satisfy them? Could I develop more effective ways to work out my own problems and difficulties?"

The causal approach to human behavior is not developed just through the intellectualization of a model, such as the one proposed in this unit. Both teacher and student should give evidence of approaching human behavior from an understanding frame of reference by developing genuine concern for others and reacting to behavior causally.

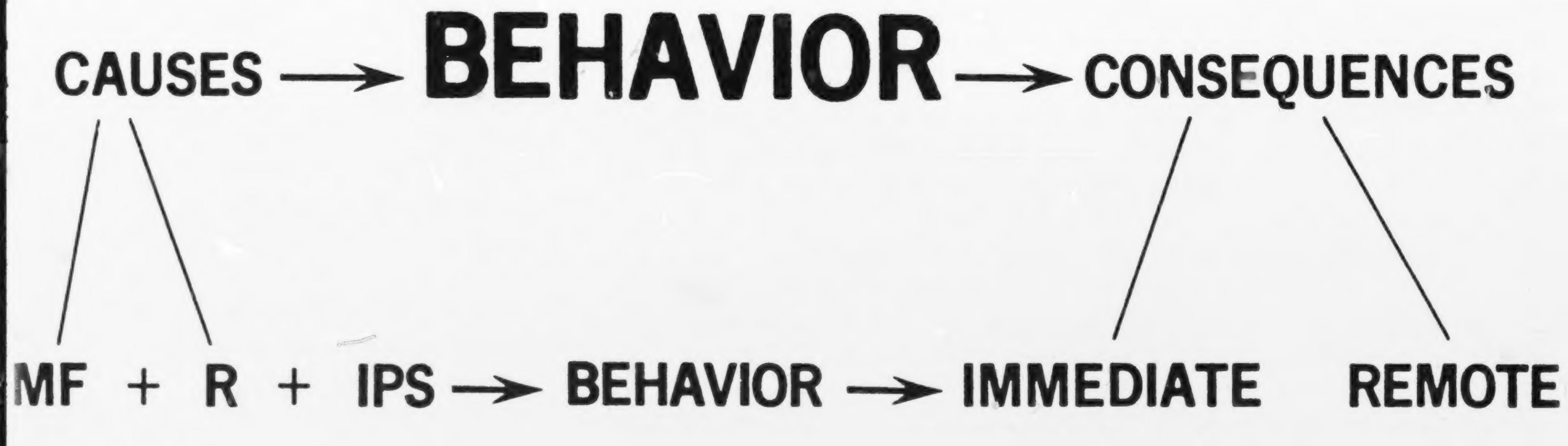
To gain a further understanding of the causal approach to human behavior, two papers by Dr. Ralph H. Ojemann are recommended: "Mental Hygiene of the Normal Child: Part I, The Nature of Child Behavior" and Part II, "A Suggested Plan for Understanding the Child."

Teacher-training workshops to assist in understanding the causal approach to human behavior are available and are recommended for all teachers using this curriculum. An earlier paper by Maslow on his "Theory of Motivation" might also be of value. Numerous child development books deal with the theories of motivation and developmental tasks and their relationships to one's motivational system.

One caution, however, in the examination of the causes of drug abuse. Since our society is not known for its tendency to go deeply below the surface in analyzing the causes of an individual's or group's behavior a great deal of effort must accompany the search. For example, either poverty or affluence could be related to drug abuse, but neither necessarily causes drug abuse behavior, for there are numerous persons in each condition who do not turn to drugs. However, in many cases such factors as poverty or permissive child rearing practices may influence the motivating forces (by frustration of certain motivating forces) and provide certain resources (attitudes, ideas) which predispose an individual to drug abuse.

Although human behavior is complex, it is not beyond our ability to understand it better. In your instruction, recognize the complexity, yet strive to instill those understandings which have been found to be effective in producing more capable individuals. A paper by Dr. Joe W. Griggs, "Summation of Research Studies," provides hard data to support the inclusion of the objectives and activities of this unit in the total drug education program.

Realization of the objectives of this unit should lead to improved communication between teacher and pupil, a greater understanding of self and others by both teacher and pupil, and the knowledge of developmental means of dealing with problems which give rise to drug abuse.



CAUSES → **BEHAVIOR** → CONSEQUENCES

MF + R + IPS → BEHAVIOR → IMMEDIATE REMOTE

5

Continuing Dialogue

The Causal Approach

The initial activities of this unit are designed to emphasize that behavior is caused. The human-person approach to behavior recognizes that even the most undesirable behaviors are the result of a person's attempt to fulfill a human need.

If you used the recording of "Craig," you might want to either replay a part of the recording or simply recall the earlier experience and discuss the important questions which arise from listening to it. The response to the recording could be an emotional blast against all drugs and a hate for drug users. The more intelligent, more reasonable, more human response is to ask, "Why? What caused a sincere, sensitive young person to reach this point of self destruction?" This leads to the introduction of a model for analysis. Begin first with the following equation:

Causes ⟶ Behavior

With the class you can discuss what some of the reasons could be for the young man's behavior. This equation may be expanded on the chalk board to include either the full diagram as shown in RAP Sheet II-D, or simply to include the concept of motivating forces. As this unit is introduced, it often helps to explain that behavior is the result of the interaction of certain motivating forces and personal resources. This, then provides the reason for the following activities centering upon human motivation.

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centering upon human

Resources

Papers by Dr. Ralph Ojemann:

* "Causes and Consequences"
"Mental Hygiene of the Child: Part I, The Nature of Child Behavior"

* "Part II: A Suggested Plan for Understanding the Child"

* Paper by Dr. Joe W. Griggs, "Summation of Research Studies" all available from ERCA

* A brief tape by Mr. Fred Stroud, Project Teacher, describing his use of the "Three Friends" activity in the introduction of the causal approach to low ability students available from ERCA

Transparencies of the behavior equation made from masters located in the appendix

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

1. Define motivating forces in terms which indicate a personal understanding of the concept

2. Describe some of the motivating forces which have been found to cause human behavior

Learning Activities

1. a. RAP Sheet II-A, "Un
be used to initiate discus
Emphasis is upon the co
and effects. This unit de
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b. Alternative: For lo
activity to clarify terms,

1. What do we mean
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2. Why do we do so
3. "Let me introduc
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4. Request students
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5. Stand in front of
though some may no
6. Put Consequence
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away to show how th
7. Send Consequenc
he is there even if h
8. Summarize the a
the concepts of beha
consequences.

Learning Activities

1. a. RAP Sheet II-A, "Understanding Human Behavior," may be used to initiate discussion of why people do what they do. Emphasis is upon the concept that behavior has causes and effects. This unit deals with the causes of human behavior. (Use a transparency to illustrate.)

b. Alternative: For low ability or younger students (An activity to clarify terms, if necessary)

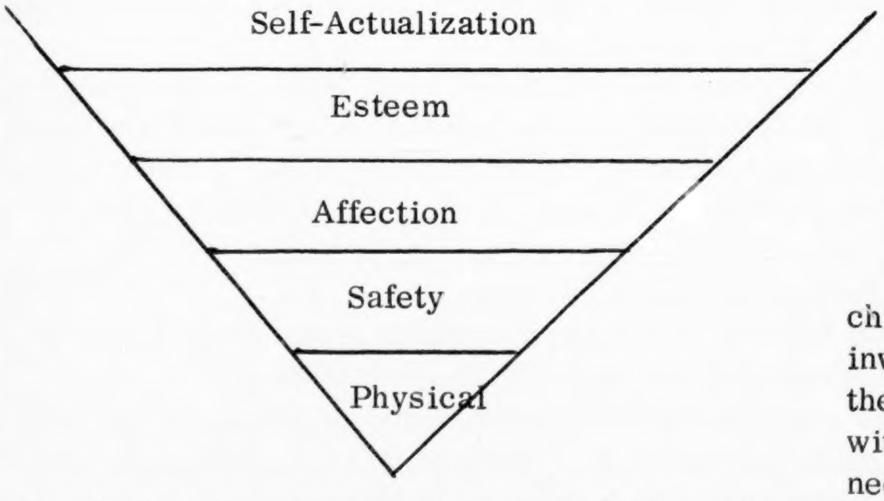
1. What do we mean by behavior? List on the board some behaviors given by students.
2. Why do we do some of these? e.g., eat because hungry.
3. "Let me introduce you to three friends - Behavior, Consequence, Cause." Have students stand up for roles.
4. Request students to come in the proper order. Allow error; have the students correct it. Proceed when the students line up in proper order.
5. Stand in front of Cause; ask questions to show that even though some may not see him, he is still there.
6. Put Consequence close to behavior to illustrate how that consequence can be close. Move Consequence farther away to show how the result can be far away.
7. Send Consequence outside the room and discuss whether he is there even if he cannot be seen.
8. Summarize the activity to be sure students understand the concepts of behavior and that behavior has causes and consequences.

Continuing Dialogue

Motivation

If you are not familiar with Maslow's hierarchy of needs, be sure to read the information paper accompanying Student RAP Sheet II-B.

Since the theory is based on a concept of prepotency, that the lower needs must be reasonably satisfied before the high level needs operate significantly to cause behavior, the needs have often been arranged into a pyramid to illustrate the foundation of lower need satisfaction for high level need awareness. However, I prefer to use the reverse pyramid technique as shown below:



This diagram more adequately demonstrates the conceptual design of Maslow's theory. It still indicates the very significant place satisfaction of the physical needs occupies in human motivation. However, it better describes the progression to higher level needs than the regular pyramid. At the physical level, the child's world is very small, chiefly centered upon self-satisfaction, with only minimal involvement and interaction with his environment. As these lower level needs are met, he increases involvemen with his physical and social environment as higher level needs come to his awareness. This diagram avoids developing the misconception that self-actualization is like a peak which one climbs or attains and has it made. The open ended top of the diagram illustrates that this an ever-increasing experience as we strive for further realization of the potential of man.

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

1. Define motivating forces in terms which indicate personal understanding of the concepts

2. Describe some of the motivating forces which have been found to cause human behavior

Learning Activities

2. a. Divide the class into buzz g
Develop a list of needs or motiv
human beings. Why do people d
students in the task, RAP Sheet
can be used as examples of the f
human needs.

b. Have each group report its
board and discuss as a class.

3. Present or discuss with the clas
information papers accompanyin
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needs. Relate the section of Ha
tasks for adolescents to the este

4. a. After introductory discussi
may divide the class into four g
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developmental task discussion.
and meaningful issues.

b. Have each group select one
in a fishbowl experience to follo
Each person selected by his gro
the discussion which is to take p
representatives form a close ci
one empty chair added to the cir
an outer ring around the inner g

Learning Activities

2. a. Divide the class into buzz groups with the following task: Develop a list of needs or motivating forces shared by all human beings. Why do people do what they do? To assist the students in the task, RAP Sheet II-B, "Motivating Forces" can be used as examples of the frustration and fulfillment of human needs.

   b. Have each group report its list. Place these on the board and discuss as a class.

3. Present or discuss with the class the concepts presented in the information papers accompanying RAP Sheet II-B, using transparencies to demonstrate Maslow's hierarchy of needs. Relate the section of Havighurst's developmental tasks for adolescents to the esteem needs of each individual.

4. a. After introductory discussion of Havighurst's tasks, you may divide the class into four groups, each group to discuss the issues raised in one of the questions at the conclusion of the developmental task discussion. Our youth are raising pertinent and meaningful issues.

   b. Have each group select one individual to represent the group in a fishbowl experience to follow the small group discussion. Each person selected by his group is to represent that group in the discussion which is to take place in the fishbowl. All of the representatives form a close circle in the center of the room, with one empty chair added to the circle. The rest of the class form an outer ring around the inner group.

Continuing Dialogue

Tasks of Living

Havighurst's developmental tasks have a close relationship to the esteem needs of the individual. If a person fails to accomplish the task within the period our society has alloted for its attainment, he often finds people responding to him negatively. People can make life difficult for other people who fail to achieve the task or who do not achieve it in the way society feels it is to be achieved. Since our feelings about ourselves are closely related to what others significant to us think of us, failure to adequately achieve these tasks can create self-esteem conflicts and personal frustrations.

Process Feedback

During small group experiences of fishbowl activities, try to make each student aware of the interpersonal processes that are occurring in the "here and now" as the topics are being discussed. The greater the degree to which students can openly examine the interpersonal difficulties and interactions and provide honest feedback to participating members, the greater insight into the dynamics of their own behavior and the behavior of others the students will be able to develop.

Process feedback should not come in the form of attacks upon the person, but in a genuine desire to help individuals get honest feedback about their own behaviors. The objective is to create the emotional climate where such feedback can take place because of the mutual support perceived by each member of the group. Such atmospheres are difficult to establish in the classroom, but can be and have been established.

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Resources

To Nurture Humaneness: Commitment for the 70's. ASCD Yearbook #15, Washington DC: Association for Supervision and Curriculum Development, 1970.

Humanizing the Secondary School, edited by N. K. Hamilton and J.G. Saylor. Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

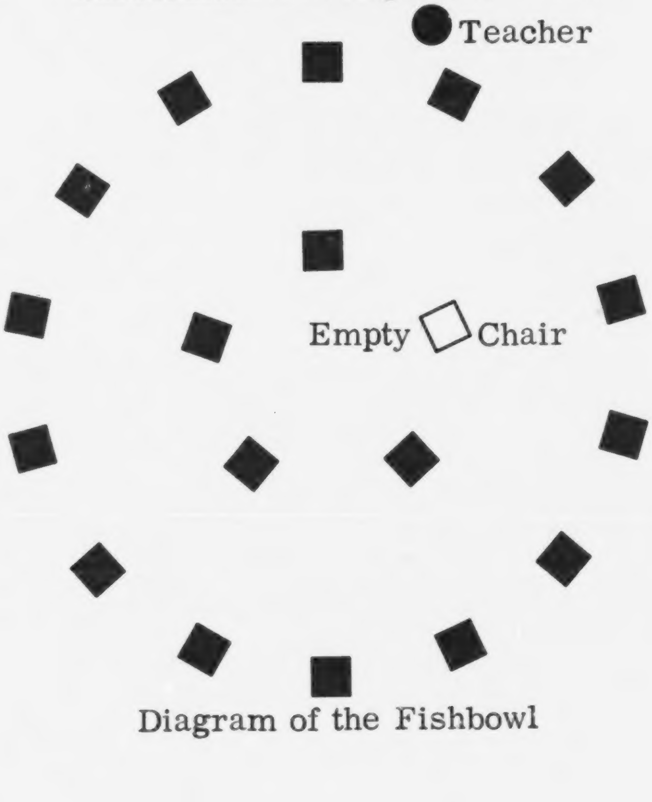

Diagram of the Fishbowl

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

1. Define motivating forces in terms which indicate personal understanding of the concept
2. Describe some of the motivating forces which have been found to cause human behavior
3. Identify and define resources an individual might call upon to satisfy a given motivating force
4. Give an example to show how a particular behavior is the result of an interaction of the motivating forces operating within the individual and the resources which he has concurrently available.

Learning Activities

4. The teacher explains that the class
inner circle and remain silent in th
to input a comment for the smaller
out of his seat in the outer circle, s
longer than two to three minutes), i
group, and return. The empty chai
to address the total group but a char
questions to the small group.

Present the topic of discussion for t
couraging each member to contribu
brought up in the earlier small-grou
read the four questions and turn the
you may suggest a specific approac
gration of the four questions. These
Expectations of Our Society for Its
Want?" "What Really Is Important

c. At various points during the obs
interrupt, have the inner group rem
to discuss what has been happening
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Conclude the session by relating ag
forces through the alternative list c
(See the concluding page of the infor

5. Divide the class into small groups.
analyze the case study of Joe, RAP
one-four of the study.

Learning Activities

4. The teacher explains that the class is to observe the group in the inner circle and remain silent in the outside ring. If someone wishes to input a comment for the smaller group to consider, he must get out of his seat in the outer circle, sit down in the empty chair (no longer than two to three minutes), input his comment to the small group, and return. The empty chair is not a pulpit from which to address the total group but a channel to input information or questions to the small group.

   Present the topic of discussion for the inner group to discuss, encouraging each member to contribute ideas and thoughts which were brought up in the earlier small-group discussion. You may wish to read the four questions and turn the group loose to discuss them, or you may suggest a specific approach which could provide for integration of the four questions. These topics could include: "The Expectations of Our Society for Its Youth," "What Do They Really Want?" "What Really Is Important, ?" etc.

   c. At various points during the observation of the group, you may interrupt, have the inner group remain silent, and ask the outer group to discuss what has been happening in the smaller group, either in terms of process or content. Short, brief responses on the group process itself are desired rather than long, elaborate reactions to the content of the small-group discussion.

   Conclude the session by relating again the concept of motivating forces through the alternative list of tasks of living each person faces. (See the concluding page of the information paper.)

5. Divide the class into small groups. Have them read, discuss, and analyze the case study of Joe, RAP Sheet II-C, through questions one-four of the study.

Continuing Dialogue

Other cases which you might develop for application of the equation include the following:

mf		R		Ips		Behavior
does not feel safe in environment	+	idea: the drug takes away from the fear; makes one feel mellow	+	friend has copped a bag and offers to share	→	Shoot up heroin
to be accepted	+	ideas:everyone is doing it; that it won't hurt me, I can handle it. Attitude: go along with the group	+	a party where alcohol is served	→	Drink alcohol
to feel grown up, adult.	+	idea: people on TV look so sophisticated, I can imagine I am someone else, an adult; parents do it, etc.	+	parents have cigarettes all over the house	→	Smoke cigarette

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

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2. Describe some of the motivating forces which have been found to cause human behavior

3. Identify and define resources an individual might call upon to satisfy a given motivating force

4. Give an example to show how a particular behavior is the result of an interaction of the motivating forces operating within the individual and the resources which he has concurrently available

Learning Activities

Following the small grou
5. study as a class, using th
that Joe's behavior was t
personal motivating force
personal resources (skill
setting (school, home).

6. Use RAP Sheet II-D, "Th
and clarify understanding
application to many form
and abuse. Use transpar
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Following the analysis of
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Possible mf's - physical
(love and esteem), to fee

Possible resources: idea
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7. Following the pattern est
using the fishbowl techni
the case studies presente
the Death of Donnie B) o
RAP Sheet II-E, "Human

Learning Activities

5. Following the small group discussion, summarize the study as a class, using the behavioral equation to show that Joe's behavior was the result of the interaction of personal motivating forces (security, need for love, esteem), personal resources (skills, abilities) and immediate physical setting (school, home).

6. Use RAP Sheet II-D, "The Behavior Equation," to summarize and clarify understandings of the behavior equation and its application to many forms of behavior, including drug use and abuse. Use transparencies or the chalkboard to assist in the presentation.

   Following the analysis of the behavior of stealing, lead the class into an analysis of the motivating forces and personal resources which could account for various drug use and abuse behaviors.

   Possible mf's - physical security, to be accepted by the group (love and esteem), to feel grown up, to assert independence (esteem).

   Possible resources: ideas that such behavior is grownup, that if one does it he will be better accepted, that this is the only way he can show his independence, etc.

7. Following the pattern established in the case study of Joe, or using the fishbowl technique described earlier, consider one of the case studies presented in Unit I (e.g., the film A Day in the Death of Donnie B) or the Case Study #2 following RAP Sheet II-E, "Human Motivation and Drug Abuse."

Continuing Dialogue

Self Awareness

Initially, few people enjoy taking a close look at themselves, particularly if they feel threatened by the forces around them. Students can learn the value of much excursions into self, but may not feel secure in taking such a significant undertaking in the beginning, particularly in the classroom setting.

These self-awareness exercises will be of maximum value when they are combined with small group discussion. Students find that others also have difficulties and feelings similar to their own. As these feelings and difficulties are shared, the student may find that he can learn from the experiences and suggestions of others. He may become aware of a greater variety of alternatives which he may use in facing and resolving these feelings and difficulties. The development of the students' capacity to draw upo the experiences of others and to grow from the sharing of thoughts and feelings with others is a significant part of the preventive aspect of this drug education program.

Confidential Journal

With these exercises, you may wish to introduce the ideas of a confidential journal. In this journal the student can write something each day which he feels he can share with you. You are to respect the confidentiality of the journal, not allowing anyone to see what the student has written unless you have first received his permission. This excludes sharing his comments with other teachers, counselors, or school administrators, regardless of the content. Some students may test your sincerity in various ways, since they may have experienced cases where a teacher carelessly used or passed on what was told to him in confidence.

As yet the legal implications raised by the need to establish an avenue of confidentiality between the student and teacher have not been resolved. We must at least begin by learning to maintain that confidence Do not initiate such a journal unless you are to be bound by the promise of confidentiality.

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

1. Define motivating forces in terms which indicate personal understanding of the concept

2. Describe some of the motivating forces which have been found to cause human behavior

3. Identify and define resources an individual might call upon to satisfy a given motivating force

4. Give an example to show how a particular behavior is the result of an interaction of the motivating forces operating within the individual and the resources which he has concurrently available

5. Describe some of the motivating forces which may be found to cause his own behavior

Learning Activities

8. a. Have each student w
in the space provided on
You may ask different m
responses. They can be
motivating forces.

b. Using the ideas in th
discuss with the class th
of one or more of the m
or personal growth coul

9. a. Have each student i
RAP II-G, and, after th
personal folder. The stu
in the folder is confident

b. If the processes wit
these self-awareness she
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c. Personal problems -
personal problem he has
encourage him to try to i
he was or is trying to so
trying to solve the proble
of the alternatives and be
RAP Sheet II-G)

Learning Activities

8. a. Have each student write his own definition of motivation in the space provided on RAP Sheet II-F, "A Brief Look Inside." You may ask different members of the class to contribute their responses. They can be used to develop a bulletin board about motivating forces.

b. Using the ideas in the second paragraph of RAP Sheet II-F, discuss with the class their observations of cases where knowledge of one or more of the motivating forces of security, affection, esteem, or personal growth could help one to understand what was happening.

9. a. Have each student individually complete the Self Awareness Exercise, RAP II-G, and, after thoughtful consideration, place this sheet in his personal folder. The student should be assured that the information in the folder is confidential.

b. If the processes within the classroom have developed sufficiently, these self-awareness sheets can provide the data to initiate very personal and meaningful small-group discussions. They can offer one the opportunity to have open, sensitive communication with his peers about his feelings and personal problems. If a close relationship has been developed with the counseling staff, perhaps their involvement as leaders in small-group counseling experiences would prove most worthwhile. Be sure these counselors are qualified to handle such sessions effectively.

c. Personal problems - Have each student privately write down a personal problem he has faced in the past or is facing now and encourage him to try to identify what problem of living (motivating force) he was or is trying to solve. Then have him write down how he is trying to solve the problem he has now. Encourage him to select one of the alternatives and begin to work on it immediately (See back of RAP Sheet II-G)

Continuing Dialogue

Why We Do What We Do the Way We Do It?

Behavior cannot be totally explained by the motivations which lie behind it. We are concerned not only with why we do what we do, but with why we do what we do the way we do it. Most people can understand that a person can feel miserable inside, but many cannot see why someone would turn to drugs to relieve that misery.

An individual tends to adopt the methods of solving his personal problems that tend to work over a long period of time. This relates closely to the concepts of modern learning theory. Space does not permit a thorough discussion of this area, but you are encouraged to read the suggested materials to better understand priciples underlying such learning theorists as Skinner, who places great emphasis upon reinforcement, and Combs, who emphasizes the importance of the student's self-concept and perceptions of his life space in determining the way we do what we do.

Instead of using mice for a runway to study the effects of reinforcement upon behavior, you may wish to construct in the classroom a simple maze with the chairs and have the students cheer when one of their blindfolded classmates takes the right turn. Use a stop watch to time the length of time for the student to learn his way to the end of the maze as he repeats the run.

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Resources

Bigge, Morris L.
Learning Theories for Teachers.
New York: Harper & Row, 1964.
A good concise as well as
comprehensive overview of
different theories of learning

Combs, A. W. and Snygg, D.,
Individual Behavior.
New York: Harper, 1959.

Skinner, B. F., *Science and
Human Behavior*. New York:
McMillan, 1953.

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

1. Define motivating forces in terms which indicate personal understanding of the concept

2. Describe some of the motivating forces which have been found to cause human behavior

3. Give an example to show how a particular behavior is the result of an interaction of the motivating forces operating within the individual and the resources which he has concurrently available

4. Describe some of the motivating forces which may cause his own behavior

5. Identify and define resources an individual might call upon to satisfy a given motivating force

Learning Activities

10. a. Using RAP II-H, "Persona
detail the concept of personal re
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Note the example of the two girl
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b. If physical arrangements c
build a runway for mice to illus
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c. Suggested additional activit
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behavior, the exercise below is
activity is one with which the st
they may have difficulty in follo
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closely as possible.

1) Prior to class, pr
groups of seven, enou
have one:

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RIDICULE ME
TELL ME I'M WRO

2) Select for the clas
for discussion which
action.

Learning Activities

10. a. Using RAP II-H, "Personal Resources," discuss in greater detail the concept of personal resources and individual differences. Note how many of the differences in the way we do things depend upon the combined influences of the physical body inherited (size, metabolic rate, available energy) and what we have learned since birth (attitudes, ideas, knowledge, skills). Note the example of the two girls in RAP II-H. Have the students list those resources which might predispose one to drug abuse and those which would predispose him not to abuse drugs.

b. If physical arrangements can be made, let the students build a runway for mice to illustrate the concept of reinforcement in learning.

c. Suggested additional activity for the brave: To demonstrate how the reaction of peers can have an effect upon (reinforce) our behavior, the exercise below is recommended. Since the activity is one with which the students are probably unfamiliar, they may have difficulty in following the instructions. Give whatever support is needed to help them follow the directions as closely as possible.

1) Prior to class, prepare the following labels in groups of seven, enough for each class member to have one:

LISTEN TO ME
RIDICULE ME
TELL ME I'M WRONG
RESPECT ME
TELL ME I'M RIGHT
PRAISE ME
IGNORE ME

2) Select for the class or have class suggest a topic for discussion which should provide maximum interaction.

Continuing Dialogue

The Label Activity

The small group activity offers an opportunity for the student to feel the effects of social reinforcement on behavior and upon one's feelings about himself. It also demonstrates the influence of others significant in the development of our own self-concepts. If allowed to continue long enough, the group may find only those with the positive labels are responding. You may wish to add an observer to the group to report what happened as the activity progressed.

The major problem is getting the students to truly respond to each other on the basis of the labels. It is hard to tell someone he is wrong when you really agree with him or to ignore him when you really like him. Other difficulties can occur when a person realizes what his label says and begins to act accordingly. However, if a person has a negative label he may feel frustrated when he realizes what his label says. Try to assign labels so that the ones students are wearing on their foreheads are not the same as the invisible ones they have picked up in school on the basis of their usual behaviors.

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Resources

Humanizing Education: The Person in the Process. Washington, D.C. Association for Supervision and Curriculum Development.

Perceiving, Behaving, Becoming: A New Focus in Education. Yearbook #12, Washington, D.C., Association for Supervision and Curriculum Development, 1962.

Objectives	Learning Activities

10. 3) Divide the class into groups of seven, if possible. If one group has fewer than seven, take away one or more of the labels to provide good balance.

4) Taking a group of seven labels, place one on the forehead of each member. The person is not to know his label, and the other members are not to tell him. Proceed to other groups until each person is labeled.

5) Students are then instructed to discuss the previously selected topic, but to respond to each other only in the way described on each student's forehead. This will be a difficult task, but encourage compliance to that basic rule.

6) After fifteen minutes or more, have the students answer the following questions which you have previously duplicated:

1. What do you think your label was? What was your label? (Take off that label.)
2. Describe your own feelings about how people treated you during the discussion.
3. What were your feelings about the way you had to treat others because of their labels?
4. What application does this activity have to real life situations?

7) To conclude the session, let each group discuss the above questions.

Continuing Dialogue

External Factors Influencing Internal Systems

The exercise on The Effects of Experience has been made optional because of the additional complexities added to the equation by a deeper consideration of the effects of one's external environment and past experiences. These considerations expand the relationship of a specific behavior to the total Gestalt, or pattern of which it is a part. You may wish to read some of Adler's material on the influence of early experiences upon one's life style. Sullivan examines the effects of one's social field upon one's self-identity.

The Home

At this point you may wish to discuss with the class the influence of one's home environment upon the motivation forces and the development of the personal resources of the individual. The home may help the person feel secure, loved, etc., or fail to do so. It is a major responsibility of parents to help the child develop those personal resources (attitudes, skills, abilities) which will best equip him to satisfy his own needs. Parental over indulgence may hinder the child's ability to confront life's tasks on his own. Parental efforts which tend to overindulge their child often increases dependency behavior and robs the child of opportunity to develop his own personal resources. On the other hand, neglect can likewise cause the child to fail to develop the personal resources he needs to function effectively in a complex society.

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Resources

Hall, C. S. and Linsey, Gardner. Social Psychological Theories.

Adler, Fromm, Harvey, and Sullivan. Theories of Personality. Chapter IV. New York: John Wiley & Sons, Inc. 1957, pp. 114-156.

* Fromm, Erich, The Art of Loving, New York, Bantum Books, 1963.

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

6. (Optional) discriminate between the environmental condition (socio-cultural factors) which affect human motivations and resources, and the motivating forces and resources themselves which cause the behaviors

7. Suggest from a knowledge of probable causes how some specific behavior patterns could be changed

Learning Activities

11. (Optional, depending
Sheet II-L, "The Eff
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12. Causes and alternati

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Learning Activities

11. (Optional, depending upon the level of the class) Using RAP Sheet II-L, "The Effects of Experience," and the diagrams which follow, help each student understand the need to discriminate between conditions of one's environment and one's individual motivations and personal resources which produce behavior. This is to help the student take an increasingly intelligent approach to behavior and a less deterministic approach to the effects of one's environment upon one's behavior. Behavior is the result of the interaction between self and environment. Help the student to further understand how personal resources can be developed through experience and learning.

12. Causes and alternatives.

    a. With the teacher or a qualified student as the leader, hold a brainstorming session in which the class members suggest in rapid-fire order all the possible causes for drug abuse they can think of. At this point criticism is ruled out. Evaluation of ideas comes later.

    b. Divide the class into buzz groups. Let each group select nine to ten reasons it feels drug users give most often to explain their involvement. Let each write these reasons on a poster or a large piece of paper.

Continuing Dialogue

Frustration

There are numerous games which can be used to enrich the experiences in frustration suggested in the learning activity. Some involve the use of manipulative materials. Others, such as the "Blacks and Whites" game, are similar to Monopoly. The player experiences the frustrations designed to help him better understand those frustrations resulting from racial prejudice.

You may wish to have a creative session using ideas from the "Happiness is ..." idea. Have the students make a long list of items to complete the statement, "Frustration is ...," such as ". . . being in a hurry and having a shoelace break," or ". . . wanting to talk to your classmate and having the teacher give you the eye." Responses can range from light to very serious considerations.

In the discussion of ways people respond to frustration, note how the immediate results of such behaviors as aggression or the use of drugs tend to be satisfying. If I am high on grass, I will tend not to feel frustration.

There is a certain feeling of increased power which I might receive from aggression. McClelland in recent research finds the "high" experienced from depressant drugs such as alcohol or marijuana may not just be the result of reduced tension and anxiety, but the increased feeling of power one may experience when influenced by these drugs in a social situation. (David McClelland, "The Power of Positive Drinking," Psychology Today, January 1971)

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Resources

Blacks and Whites, Order #605, $5. 95, Educational Products Division, P. O. Box 4762, Clinton, Iowa 52732. Experiences in the ghetto with the challenge to make changes

Simulation Games

Ghetto Students have the experience of planning life strategies for a poor person and meeting with the discouragement, frustrations, and occasional good luck that are the common lot of the poor.
Catalogue #3256, Players 7-10
Price $20. 00.
Time 2-4 hours, Level; junior high/ adults. Western Publishing Co., School and Library Department.
150 Parish Drive, Wayne, N. J.

Starpower - on the abuses of power. The frustrations of powerlessness are experienced. Order from
Simile II, PO. Box 1023,
LaJolla, California 92037

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

7. Suggest from a knowledge of probable causes how some specific behavior patterns could be changed.

8. Describe what happens when frustration develops from the blocking of one or more motivating forces

9. Describe possible effects of understanding the dynamics of human behavior upon one's own behavior.

Learning Activities

c. Have the students co
identified in RAP She
Mouth, " and discuss
the sheet.

d. Have the students re
to develop a list of th
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causes they have ide
be found to reach the
for their use of drug

13. Introduce the concept of fr
following:

a. Use RAP-II-I, "Frus
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of the blocking, and altern

b. Using transparencies
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respond to frustration (e.g
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c. Using RAP-II-J, "Ri
relationship of frustration

d. Use one of the simul
Section.

Learning Activities

c. Have the students compare their conclusions with those identified in RAP Sheet II-M, "Straight from the Horse's Mouth," and discuss the questions at the conclusion of the sheet.

d. Have the students return to their prearranged groups to develop a list of things which could be done to redirect or prevent drug abuse behavior in light of the causes they have identified. What alternative ways can be found to reach the objective the users gave as reasons for their use of drugs? (note exercise in the RAP Sheet.)

13. Introduce the concept of frustration through one or more of the following:

a. Use RAP-II-I, "Frustration," and then break into buzz groups of four or five to identify what class members find most frustrating in their school or personal life. Discuss with the class the frustration, the motive being frustrated, the source of the blocking, and alternatives in response to the frustration.

b. Using transparencies, present the concept of frustration --the blocking of one's motivating forces - and the ways people respond to frustration (e.g., aggression, use of drugs, developing creative and effective alternatives to provide both personal and social satisfaction.)

c. Using RAP-II-J, "Risk Taking Behavior" discuss the relationship of frustration to risk taking behavior.

d. Use one of the simulation games noted in the Resources Section.

Continuing Dialogue

Heavy involvement in drugs, however, often produces other frustrations, as the individual finds confronting himself and his environment more difficult with increased drug usage. You may wish to discuss the risks students may be willing to take for acceptance, prestige, physical pleasure (see RAP Sheet II-J).

Identifying Causal vs. Judgmental Thinking

The exercises in Number 14 are only suggested examples for consideration. Discussion will be at its best as students themselves relate incidents of both causal and judgmental behavior. Those incidents which relate a causal approach may serve as models for behavior when contrasted with the usual arbitrary, surface approach.

Those responses in Exercise 14 a. which could be considered causal include numbers 4, 6, 7, 9, 10b. These exercises can provide the stimulus for students' contributions of examples of causal and judgmental behavior. You may find that the situations which they suggest are better for role playing than the activities suggested in RAP Sheet II-K, "What Difference Does It Make?"

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Resources

Simulation Games:

* Generation Gap. Simulates the interaction between a parent and an adolescent with respect to certain issues on which they may have opposing attitudes.

Catalogue #3255, Players: 4-10
Price $15.00, Time: 1/2-1 hour,
Level: junior-senior high.
Western Publishing Company, Inc.
School and Library Department,
150 Parish Drive, Wayne,
New Jersey.

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

10. Differentiage between dealing with misuse behavior in an arbitrary, judgmental way and in a manner that takes causes into account

Learning Activities

14. a. Present each of the following (
and have students identify whether
causal, or judgmental thinking.

1) Bill and his folks have just mov
house they live in has a dity year a
Well, what can you expect from so
ville?

2) Jackson, age 21, who has been
out any ill effects, told his girlfrie
at the party, "Go ahead and have o
handle one drink."

3. Velia caused a stir at school a
school in a very short mini skirt.
going to get married and drop out
have happened.

4) John has been very irritable an
I wonder if he has been having a ha
new job after school he has just tal
enough rest.

5) Wanda became angry when som
grass could be the first step to oth
is no worse than alcohol. To say i
drugs is ridiculous." Note: Resear
cause one to use other drugs; howe
affected.
6) Pat knows a number of older fr
for a number of years yet lead nor
other drugs. He concludes that sn
to the use of other drugs.

Learning Activities

14. a. Present each of the following (or develop your own situation) and have students identify whether the account is an example of causal, or judgmental thinking.

1) Bill and his folks have just moved to town from Downsville. The house they live in has a dity year and the grass has not been cut. Well, what can you expect from someone who has come from Downsville?

2) Jackson, age 21, who has been able to drink moderately without any ill effects, told his girlfriend when she turned down a drink at the party, "Go ahead and have one. Anyone should be able to handle one drink."

3. Velia caused a stir at school a while back when she came to school in a very short mini skirt. The work is out that she is going to get married and drop out of school. You know what must have happened.

4) John has been very irritable and hard to get along with lately. I wonder if he has been having a hard time at home? Or maybe the new job after school he has just taken is causing him not to get enough rest.

5) Wanda became angry when someone in class said that smoking grass could be the first step to other drugs. She stated, "Marijuana is no worse than alcohol. To say it could lead to the use of other drugs is ridiculous." Note: Research shows marijuana does not cause one to use other drugs; however, judgment may be adversely affected.

6) Pat knows a number of older friends who have smoked marijuana for a number of years yet lead normal lives and have not gone on to other drugs. He concludes that smoking grass does not always lead to the use of other drugs.

Continuing Dialogue

Resources

Role Playing

In the role-playing activities, students will probably find it easier to portray judgmental roles, since they are the most common and often the source of student frustrations. There are too few models of a more humane, causal approach.

Have the student portray the roles in each of the two ways--causal and non-causal--to help them identify the primary characteristics of the more causal, humane approach to both student and adult behavior. As judgmental behavior is portrayed, help the students identify possible reasons why the person would act so arbitrarily.

Unit Post Testing

Normally unit post testing is done informally as you determine how well the basic concepts incorporated in the objectives are understood and the effect of the additional knowledge may have upon the students' attitudes and behavior. You may wish to keep a personal notebook of occasions on which you have noted students' change toward a more causal, nonjudgmental approach to the behavior of either peers or adults.

These observations of student behavior are more valuable than any pencil and paper test, as they relate to the real learning (that is, change in behavior) that has taken place. Since it is this change in behavior with which we are most concerned, we would appreciate receiving from you accounts of incidents which reveal these changes. Please attach them with the teacher and student feedback sheets as we continue to revise this program.

Activities 14 and 15 may serve as an informal Post Testing of the Unit.

Objectives

A. That I, the learner, develop an understanding of and appreciation for the factors producing behavior as shown by my ability to:

10. Differentiate between dealing with misuse behavior in an arbitrary, judgmental way and in a manner that takes causes into account

11. Describe several examples of drug abuse behavior and indicate what motivating forces were probably involved, what resources were used, and how the individual developed these resources

Learning Activities

7) A number of stud
tion to open the gym
local civic group to
"People sometimes
nothing constructive

8) Ramon lives in th
he gets out of high s

9) In a class discuss
people for what they
stick people into co

10) The local populac
accidents at Mill Hil
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a) The Local Action
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15. Role play the situati
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Learning Activities

7) A number of students have been trying to get the administration to open the gym evenings and weekends. They can get a local civic group to provide the adult supervision. They say, "People sometimes get into trouble simply because there is nothing constructive or enjoyable to do."

8) Ramon lives in the inner city area. He will be on drugs before he gets out of high school.

9) In a class discussion Mike commented, "Why can't we just accept people for what they are? Must we always categorize, label, and stick people into convenient little boxes?"

10) The local populace is disturbed about the number of serious accidents at Mill Hill Park. Several young people have been seriously injured when they fell off the cliff on the north side of the park.

a) The Local Action Committee has begun a fund-raising campaign to provide an emergency treatment center at the bottom of the hill to take care of the injured.
b) Students at the local high school have requested that the city recreation department put up a fence at the top of the hill.

15. Role play the situations presented through RAP Sheet II-K, "What Difference Does It Make?" Following the role-playing activity assist students in an analysis of the dynamics of the situation: the degree of causality acknowledged by each member and how understanding the causes of each other's behavior could have an effect upon each member portrayed. Help the students understand the change which takes place in our approach to human behavior when there is less arbitrary judgmentalism and more human understanding.

TEACHER FEEDBACK

As we work to further develop the program, your responses to various aspects as we go along will help. Send with Student Feedback Sheets your ratings and comments to Senior High Drug Education Project, Educational Research Council of America, Rockefeller Bldg., Cleveland Ohio 44113.

1. Please rate the following by circling the appropriate number:

1. The curriculum materials used in Unit II

too difficult   too easy

1   2   3   4   5   6   7

dull   interesting

1   2   3   4   5   6   7

informative   uninformative

1   2   3   4   5   6   7

confusing   clear

1   2   3   4   5   6   7

2. The methods suggested to teach the material in Unit II

appropriate   inappropriate

1   2   3   4   5   6   7

Teacher Feedback Continued

disorganized						well organized
1	2	3	4	5	6	7
helpful						not helpful
1	2	3	4	5	6	7
unenjoyable						enjoyable
1	2	3	4	5	6	7

II. If you were teaching this unit again, what change would you make in:

1. Materials:

2. Methods:

Other comments:

UNIT III -- ABOUT DRUGS

Introductory Dialogue

To understand the causes of drug abuse behavior, the student needs to be aware of differing aspects of various classes of drugs. Knowledge of these differences in immediate physiological effects often provides a key to understanding why a person chooses a particular drug to fulfill his needs.

Numerous inquiries of youth suggest an increasing desire to know more about drugs -- their chemical properties, their physiological effects, and their potential for danger. Even those who are compulsive drug users are interested in this information, if only to see whether or not other evidence coincides with their personal experience.

The teacher needs to be sure that statements about drugs are scientifically accurate. The students will often request evidence to substantiate statements about drug effects. The focus of this unit is upon drugs and their physiological effects, not drug use per se or the long range consequences of the use of various drugs.

Keep in mind that the content of this unit provides only a basic background to the further understanding of drug use and its effects or consequences. The students may find the pharmacological aspects so interesting that they may be reluctant to move on to the more complicated task of understanding drug use.

Involvement in the unit should be regulated by knowledge of the program's underlying objective: to provide the student with resources to more adequately make personal decisions in the areas of drug use and abuse. Effective use of a drug information center can greatly reduce the amount of time you will need to spend on this unit.

Opportunities for independent study are usually the most effective means to help the student gather drug information. Activities to provide focal points for these divergent studies are suggested. You may find that, even when students are given the opportunity for independent study, they still need some help in learning how to use their time in the Drug Information Center most effectively. The amount of help needed will vary with each student and his interest in the subject and previous experience in independent study.

SLANG TERMS

Those who abuse drugs develop a special language that covers almost every aspect of the life associated with such abuse. These terms often change as one moves from one area to another. Teenagers sometimes pick up the language as slang. The usage of the terms cannot be considered evidence of drug abuse.

Acid - LSD
Barbs - barbiturates
Bennies - Benzedrine (brand of amphetamine sulfate)
Blue devils - 'Amytal' (brand of amobarbital)
Boo - marihuana
C - Cocaine
Candy - barbiturates
Cartwheels - amphetamine sulfate (round, white, double-scored tablets)
Coke - cocaine
Co-pilots - amphetamine tablets
Crazy Foam - Romilar CF cough syrup
Dexies - 'Dexedrine"
Dollies - Dolophine(brand of methadone hydrochloride) tablets
Dojee - heroin
Downs - barbiturates
Footballs - oval-shaped amphetamine sulfate tablets
Gold dust - cocaine
Goofballs - barbiturates
Grass - marihuana
Grasshopper - marihuana
Greenies - green, heart-shaped tablets of dextroamphetamine sulfate and amobarbital
H - heroin
Happy dust - cocaine
Hard stuff - morphine, cocaine or heroin
Hay - marihuana
Hearts - 'Benzedrine' or Dexedrine'(brands of amphetamine sulfate and dextroamphetamine sulfate)
Hemp - marihuana
Horse - heroin
Jive - marihuana
Joint - a marihuana cigarette
Joy-powder - heroin
Junk - narcotics
Locoweed - marihuana
M - morphine
Mad Dog - Mogen David 20/20 Wine
Mary Jane - marihuana
Mezz - marihuana
Muddy Water-bella dona weed
Oranges -'Dexedrine'(brand of dextroamphetamine sulfate)
Peaches -Benzedrine' (brand of amphetamine sulfate)
Peanuts - barbiturates
P. G. or P. O. -paregoric
Pinks-'Seconal'(brand of secobarbital)
Pot - marihuana
Red devils-'Seconal'(brand of secobarbital)
Rope - marihuana
Scag - heroin
Smack - heroin;to sniff powdered narcotics into the nostrils
Snow - cocaine
Tea - marihuana
Weed - marihuana
Whites - amphetamine sulfate tablets
White stuff - morphine
Xmas Trees - a barbiturate (brand of Seconaland amobarbital)
Yellow - jackets -'Nembutal' (brand of pentobarbital)

Continuing Dialogue

Drugs

The initial activity of this unit may be an inductive learning experience for some. For others it could be considered only as an introductory exercise to stimulate discussion of the concepts of drugs and psychoactive agents. The term "psychoactive agents" has been used in this program to insure that alcohol and tobacco are included in the drug concept. They may be used interchangeably when the student expands the term "drugs" to include the broader range of psychoactive agents such as alcohol, aspirin, and caffeine.

Use of Outside Resources

There are numerous materials and resource persons available to assist in the instruction of this unit. Great care must be taken to restrict resource people to their area of competence. Be sure you know your person or your resource - whether it is a recording, a film, or filmstrip - prior to the presentation.

Try to center upon the pharmacology of the drug in these activities, with plenty of freedom allowed for conflicting interpretations of data which may be collected. Help to resolve these conflicts, when possible. Accept the fact that there is much yet to be learned when the reason for conflicting information cannot be identified.

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may be collected. Help to resolve these
. Accept the fact that there is much yet
eason for conflicting information cannot

Resources

Key resources for drug abuse information:

Drugs and Drug Abuse Education Newsletter. Scope Publication Inc., 1120 National Press Building, Washington, D.C.

Drug Education Report, National Council on Drug Abuse Education and Information, Suite 212; 1211 Connecticut Ave., N.W., Washington D.C. 20036.

Films:

* Drugs: Facts Everyone Needs to Know. Fiorelli Films, Inc. Research Drive, Stamford Connecticut, 06906. A 29-minute, color film with discussion guide, developed 1970. Available for purchase for $300 or for rental.

The Pharmacology of Drugs, #7793, Rental $25. University of California Extension Media Center, Berkeley, California 94720. A segment of the seven film series developed for National Instructional Television. A well organized and well-illustrated lecture by Dr. F.H. Meyers on properties, dangers, and appeals of barbiturates, alcohol, marijuana, glue, opiates, amphetamines, caffeine, nicotine, and hallucinogens.

Drugs and the Nervous System. Churchill Films, 662 N. Robertson Blvd., Los Angeles California 90069.
Drug Chart - 22"x36" available from ERCA.

Objectives

That I, the learner, understand many of the physiological effects upon the human organism of commonly abused drugs by my ability to:

1. Develop a definition of the term "drugs" which would include the psychoactive agents of alcohol and tobacco

2. Identify commonly abused drugs and their immediate effects upon the human organism

3. List various slang names of the commonly abused drugs

Learning Activities

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Learning Activities

1. As a simple inductive learning experience, have the students do RAP Sheet III-A, "Drugs" as an independent exercise. This may be followed by either small group or class discussion to clarify the term "drugs." If you have not done so by now, introduce or clarify the terms "psychoactive agent" and "psychoactive drug" to help the students understand the reasons for including alcohol and tobacco as drugs.

2. As alternatives for handling the pharmacological aspects and the immediate effects of commonly abused drugs, choose one or more of the following:

   a. Help the students to develop a drug chart. Have small groups take responsibility for gathering information about each of the various drugs. Students could record facts about the short term and long-term (Unit IV) consequences of drug usage on a large sheet of butcher paper placed on the wall. This chart could be developed over the period assigned to both this unit and Unit IV.

   b. Invite a local pharmacist, pharmacologist, physician, or psychiatrist to discuss the commonly abused drugs and their effects.

   c. Show the film Drugs: Facts Everyone Needs to Know which does an excellent job of presenting just the facts concerning drug effects. Other possible films include The Pharmacology of Drugs, which is excellent, and Drugs and the Nervous System, which is fair.

Continuing Dialogue

Immediate vs. Long-Term Effects

In the discussion of drug effects, it is difficult to separate the immediate physiological and psychological effects of a drug and the long-term consequences of use. RAP Sheet III-B, "Drug Effects," deals primarily with the immediate effects, although when the concepts of tolerance and physical and psychological dependence are discussed, more long-range aspects of use are being considered. RAP Sheet III-C, "Effects of Continued Use," goes into more detail on the possible long-term effects.

If you wish to take one drug all the way through both immediate and long-term consequences, you may wish to combine the information sheets from RAP Sheet III-B with the information sheets with RAP Sheet IV-C, "Drug Use and Abuse."

The barriers indicating cross tolerance within a category and no cross tolerance between categories are used to help the student understand that within the classification one drug can be substituted for the other. For example, if the heroin user cannot get heroin, he can substitute morphine or methadone and not suffer withdrawal symptoms. Taking a barbiturate and drinking alcohol have an additive effect; that is, drinking alcohol after sleeping pills has the same effect as taking additional pills. However, drinking alcohol can make the person physically dependent on heroin intoxicated, but will not keep him from suffering withdrawal symptoms in the absence of the drug.

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Resources

Master Narcotics & Dangerous Drugs Identification Kit, $40.00, #709, Winston Products for Education, P.O. Box 12219, San Diego, California, 92112. An attractive portable kit of fascimiles of commonly abused drugs. This company has numerous educational materials, some better than others. Catalogue is available at no charge.

**Drugs of Abuse*, Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice, 1970-0-372-088, available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $.40 each. An attractive color illustrated brochure, with pages showing the drugs -- almost as good as a regular I.D. Kit.

Strongly recommended for your library:

*Cohen, Sidney. *The Drug Dilemma*, New York: McGraw-Hill Book Co., 1969.

*Knowlis, Helen. *Drugs on the College Campus* New York: Anchor Books, 1969.

Smith, David E., editor. *The New Social Drug*, Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1970.

Respect for Drugs, 1968 program sponsored by Columbia University College of Pharmaceutical Sciences, available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $1.25

Objectives

That I, the learner, understand many of the physiological effects upon the human organism of commonly abused drugs by my ability to:

1. Develop a definition of the term "drugs" which would include the psychoactive agents of alcohol and tobacco

2. Identify commonly abused drugs and their immediate effects upon the human organism

3. List various slang names of the commonly abused drugs

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Learning Activities

2. d. Using a drug identification kit, present information concerning the physiological effects of drugs. At this point, do not get involved beyond the immediate effects.

   e. Survey with the class the information concerning immediate drug effects in RAP Sheet III-B, "Drug Effects." Have the students fill in the slang term for the drugs in the blank spaces under each classification.

3. In connection with drug effects, discuss the concepts of tolerance, withdrawal, physical dependence, and psychological dependence in RAP III-C, "Effects of Continual Use." You may wish to discuss the questions at the conclusion of the sheet. Initial use of any drug normally does not produce dependence; however, the probability of dependence increases greatly with each experience. These questions should lead directly into the discussion of the concepts in RAP Sheet III-D, "Human Variability and Probability Thinking."

Continuing Dialogue

Variability in Drug Effect

If you have time, have your students role play situations, changing each of the variables one at a time to investigate possible differences in the effects of different drugs of different dosages upon different individuals in different situations.

Intelligent Use of Drugs

The danger of any educational program designed to curb abuse is possible "overkill." For example, in one ecology class students suggested that aluminum be banned because it does not deteriorate as rapidly as other materials. However, resistance to corrosion is one of the characteristics of aluminum which makes it so valuable. Intelligent use of drugs requires considerable ability to discriminate between the intelligent use and the abuse of a drug. The decision to use a drug involves numerous personal, social, legal, and medical implications which require a reasonable degree of self-awareness and knowledge of drug effects.

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Resources

The Underground Bird, a play written by Rose Leiman Schiller with a special written discussion guide by Charles Winick, 1968, The American Social Social Health Association, 1740 Broadway, New York, N.Y. 10010. A satire, a take-off on the drug scene, illustrating the concepts of psychological dependence as one man finally reveals his "addiction" to road maps.

* The curriculum guide developed by the American School Health Association contains excellent resource information on the historical and pharmacological aspects of drugs. It also suggests additional activities and resources. Cooperated with the Pharmaceutical Manufacturers in development of the materials. 1970, $4.00, ASHA, PO. Box 416, Kent, Ohio, 44240.

* Resource Book for Drug Education, PHS#1964 National Clearinghouse for Mental Health Information, Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402, $1.25. Excellent general resource book.

Dial-a-Drug Wheel and Dial-a-Drink Wheel 22" and 8" editions, available from TANE Press 2814 Oak Lawn Ave. Dallas, Texas 75219.

Objectives

That I, the learner, understand many of the physiological effects upon the human organism of commonly abused drugs by my ability to:

1. Develop a definition of the term "drugs" which would include the psychoactive agents of alcohol and tobacco

2. Identify commonly abused drugs and their immediate effects upon the human organism

3. List various slang names of the commonly abused drugs

4. Identify variables which can account for differing physiological effects of different drugs

5. Identify the different patterns of drug use and describe the interrelationships existing between these different use levels

Learning Activities

4. a. Using RAP Sheet III-D,
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Learning Activities

4. a. Using RAP Sheet III-D, discuss with the class the need to recognize human variability and to use the concept of probability thinking in relation to both short-term and long-term drug effects. The tranquilizing effects of amphetamines upon some hyperactive students can be used as one example.

Have the students set up situations in which each of the variables -- drug, dosage, situation, and physiological and psychological nature of the person --operates as a significant variable in the effects upon the person.

b. Divide the class into small groups to discuss RAP Sheet III-E, "A Case Study," and the questions associated with it.

Following the buzz group activity, discuss as a class how drugs can be used intelligently.

5. Introduce the concepts necessary to help the students differentiate between the different patterns of drug behavior through RAP Sheet III-F, "Patterns of Drug Behavior," class discussion, lecture, or audio tape presentations. Help students to understand that progression from one step to another does not necessarily mean that each step is caused by the one just preceding. For example, drinking milk does not cause one to drink coffee, although everyone who drinks coffee has at one time drunk milk. However, in an honest way, note how, in the case of drug use, what occurs at one level could contribute to the problems which cause the individual to progressively become more heavily involved with drugs.

This exercise can be used as a culminating discussion or post-test of the concepts of this unit.

TEACHER FEEDBACK

As we work to further develop the program, your responses to various aspects as we go along will help. Send with Student Feedback Sheets your ratings and comments to Senior High Drug Education Project, Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113.

1. Please rate the following by circling the appropriate number:

1. The curriculum materials used in Unit III

too difficult — too easy

1 2 3 4 5 6 7

dull — interesting

1 2 3 4 5 6 7

informative — uninformative

1 2 3 4 5 6 7

confusing — clear

1 2 3 4 5 6 7

2. The methods suggested to teach the material in Unit III

appropriate — inappropriate

1 2 3 4 5 6 7

disorganized						well organized
1	2	3	4	5	[illegible]	7
helpful						not helpful
1	2	3	4	5	6	7
unenjoyable						enjoyable
1	2	3	4	5	6	7

II. If you were teaching this unit again, what change would you make in:

1. Materials:

2. Methods:

Other comments:

UNIT IV - EFFECTS AND CONSEQUENCES OF DRUG ABUSE

Introductory Dialogue

The purpose of this unit is to increase the ability of the student to consider both short-term effects and long-range consequences of drug abuse in relation to his own life goals. One of the key understandings to be gained from this unit is that knowledge of life goals is necessary to truly determine whether any specific behavior is "good" or "bad" for the individual himself. This involves the application of certain standards or values to the observed results.

Today's youth has been characterized as preoccupied with the "here and now," upon the immediate satisfaction regardless of long-term effects. Patience has never been a virtue of the younger generation of any era. The increased orientation of today's youth to the immediate present could be the result of either increased frustration or the lack of clarified life goals, or both. It could be the result of a lack of confidence in their having a future.

Your class will, in this unit, dig more deeply into the problem of drugs and drug effects. Much of the information given by other groups and sources on the effects of drug abuse may be used in connection with this unit, but the consequences of the behaviors must be examined in light of the causes of the behavior and goals of the individual.

To the degree possible, help the students come to their own understandings of the consequences as inductively as possible. This will require exposure to numerous sources, including authoritative statements. However, didacticism from the teacher, particularly of an excessive moralistic nature, can interfere with the learning process perhaps more at this point than at any other.

Equal emphasis should be given to the development of rational and realistic alternatives to drug abuse. Is it possible some of the objectives listed as reasons for drug use by some youth could be realized by other, more effective alternatives? Are not some of these alternatives now being used with satisfactory results by other non-drug oriented youth? Are there cases where one alternative may be the most attractive because of its actually helping the student better reach his true goal, even though it may be delaying immediate satisfaction?

All of these alternatives can be judged effective or ineffective only in light of clarified life goals. In this unit, as consequences are examined, students will attempt to examine the effectiveness of one's behavior in light of the causes and the objectives of that behavior. Students should also come to realize the importance of life goals and of having alternative means of achieving those life goals.

In the unit following this one, each student will be challenged to understand how one develops his life goals and to clarify the long range goals of his own life.

Continuing Dialogue

The Law

It has been difficult to determine the most appropriate time to introduce the relationships of law to drug use. Except for those who may be in the grey area of indecision about whether or not they will use illegal drugs, laws tend to be relatively ineffective in reducing the abuse of a drug. National Prohibition is only one example of its inadequacy. This is not to say that controls are not necessary. However the discussion has been designed to emphasize the humanness of the problems of drug abuse and the failure of efforts aimed only at control of the behavior with little regard to what has produced the behavior.

For this reason the introductory section of this unit deals with the concept and function of law and its place in a democratic society. This is followed by the list of punishments for the violation of current drug laws.

Help the students gain increased understanding of their roles in both determining and observing law in a democratic society.

The questions surrounding the issue of the legalization of marijuana tend to create more heat than light. Serious considerations of the topic can follow its introduction, but little can be accomplished by simply taking positions on an "either-or" polarity. More effective discussions result from the exploration of alternatives which might at the same time acknowledge individual rights yet protect the society from the irresponsible behavior of a few.

A debate on the topic can, in some cases, be helpful in getting all of the facts out for consideration. However, a followup on considered alternatives is suggested to resolve the problems raised. Perhaps a simulated negotiations conference could be staged either in addition to or instead of the debate.

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Resources

Cohen, Sidney. "Drugs and Drugged Behavior: Medicolegal Considerations," Journal of Clinical Pharmacology, Vol 9, No. 1 (1969), pp. 5-11.

"Marijuana: Is It Time to Change Our Laws." Newsweek (September 7, 1970), pp. 20-32.

Film: "The Law: How Effective Is It? from National Audiovisual Center, National Archives and Records Service, Washington, D. C. 20409. A panel of psychologists, a doctor, a lawyer, an anesthesiologist, and former narcotics officer, which ends in a hassle with little resolved. Highlights the problems of poor communication between people about the function of law. An older film.

Fiedler, Leslie. Being Busted. New York: Stein and Day, 1969.

Glereck, S., Law and Psychiatry: Cold War or Entente Cordiale. Baltimore: John Hopkins University.

* Kaplan, John, Marijuana: The New Prohibition, World Publishing Co. 1970. An excellent examination of legal aspects by a former Asst. Attorney General of California and professor of criminal law at Stanford University Law School.

Objectives

A. That I, the learner, develop the knowledge and understanding of the immediate effects and long-range consequences of drug abuse as shown by my ability to:

1. Relate the short-term and long-term consequences of breaking laws written to control drug abuse

2. Identify the probable short-and long-range consequences of specific drug behaviors

Learning Activities

1. a. (Optional) RAP Sheet IV-
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c. If the class is developing
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Learning Activities

1. a. (Optional) RAP Sheet IV-A, "Drug Abuse and the Law," may be used to begin the discussion of the consequences of drug abuse. Both the reading level and the concepts introduced may be too difficult for the below-average student. The concepts introduced include the function of law, the relationship of the democratic process to law and the changing of laws, and how law must be combined with an understanding of the causes of human behavior to help solve the problems giving rise to drug abuse.

   b. Discuss with the class the effects of breaking laws, both when the person is caught and when he is not caught. RAP Sheet IV-B, "Drug Legislation Chart," lists the physical and financial consequences of getting caught. Of even greater significance are the effects upon the individual lawbreaker as a person and the society of which he is a member. The questions following RAP Sheet IV-A may be of help in discussing these points.

   c. If the class is developing the drug chart suggested in the previous unit, information about legal penalities might be added to the chart.

   d. Invite a judge, lawyer, or police officer to discuss the problems of law enforcement in relation to drug use and abuse. Be sure that the person selected is able and willing to give and take in communicating with the students. This experience can help the students perceive the law enforcement personnel as human beings who do care about the people they serve, even those whom they must arrest, prosecute, or sentence.

Resources

The following inexpensive materials are available from the Sup
U. S. Government Printing Office, Washington, D. C., 20402:

* A Federal Source Book: Answers To the Most Frequently Aske
Pr. EX 13.2: An 8, 25¢

* Marihuana, Some Questions and Answers, PHS #1829, 5¢ each

* LSD, Some Questions and Answers, PHS #1828, 5¢ each or $3.

* Narcotics, Some Questions and Answers, PHS #1827, 5¢ each

* The Up and Down Drugs, Amphetamines and Barbiturates, PHS

Hooked, PHS #1660, 10¢ each

Jukaido (Spanish of Hooked), 10¢ each

Don't Guess about Drugs When You Can Have the Facts, NIMH

* Drugs of Abuse, Bureau of Narcotics and Dangerous Drugs, 19

* Recent Research on Narcotics, L.S.D., Marihuana, and Other

Available from the Department of Health and Mental Hygiene,

Drug Abuse Study 1969 - a three-year data gathering effort com
contract from NIMH.

esources

are available from the Superintendent of Documents,
gton, D. C., 20402:

the Most Frequently Asked Questions about Drug Abuse,

swers, PHS #1829, 5¢ each or $3.75 /c.

, PHS #1828, 5¢ each or $3.75 /c.

wers, PHS #1827, 5¢ each or $3.75 /c.

ines and Barbiturates, PHS # 1830, 5¢ each or $3.75 /c.

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Can Have the Facts, NIMH #1006, 20¢ each.

s and Dangerous Drugs, 1970-0-372-088, 40¢ each

. D., Marihuana, and Other Dangerous Drugs, PHS #1961, 25¢ each

ealth and Mental Hygiene, 301 West Preston Street, Baltimore, Maryland:

r data gathering effort completed in Maryland in 1969 under a

Objectives

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1. Relate the short-term and long-term consequences of breaking laws written to control drug abuse

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Learning Activities

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Learning Activities

1. d. Provide for a brief introductory lecture by the visitor. Allow enough time following the lecture or presentation for a question and answer, give and take session. When the invitation is made, be sure to emphasize that the speaker is to address himself to his area of expertise, the law, and not to consider this a session on the pharmacology of drugs themselves.

Do not make this a presentation to a large group, such as combined classes or a large auditorium assembly. The rapport which can be established between the law enforcement representative and the class members is much more difficult to promote in the large-group presentations. The probability of defensive behavior between the visitor and his audience is increased with the increase in group size.

e. Optional, but recommended: Have the principal of your school come to the class to explain and discuss with the class school regulations and policies in regard to student drug use. The reasons for the regulations should be honestly examined and clarified in the interaction between the students and their principal. This can be a very important step in the preventive aspect of this program.

Process-Centered Small Groups

The emphasis of process-centered, small-group activities is upon the here and now. It involves the recognition of personal feeling and encourages one's openness to both the experiencing and the expressing of one's feelings. These activities are most beneficial when the student can from his experience in the group activity learn basic principles of human behavior to apply in understanding his own behavior and the behavior of others. See the appendix for the paper on the integration of the causal approach to behavior with process-centered, small-group activities.

The "Trust Walk" consists of having one student lead his blindfolded classmate around by the hand, communicating to the blindfolded student only in nonverbal ways. For example, he may want to communicate the significance of a flower by use of the senses of touch and smell. Once the walk is begun, no words are spoken. After a brief period, the two exchange the blindfold, and the leader becomes the one led.

The "Solo Walk" is for smaller groups of approximately eight to ten. The group members arrange their chairs in a circle, and one member is placed in the center. For the first time period, the one in the center of the ring walks inside the circle, but all of the group members ignore him completely, as if he were not there. There is absolute silence.

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g one student lead hand, communicating bal ways. For the significance of nd smell. Once the fter a brief period, eader becomes the

ps of approximately ge their chairs in he center. For the of the ring walks nembers ignore him here is absolute silence.

Resources

Records:

* Ed Ames, "Who Will Answer?" a recently popular song depicting the feelings of loneliness in modern society and different forms of resulting behavior.

*Jimmie Rogers, "A Child of Clay," a narrative of alienation and fear, with causes emphasized. The above record can often stimulate a most productive rap session.

Educational Leadership, Vol. 28, Number 3. December 1970, Journal of the Association for Supervision and Curriculum Development. 1201 Sixteenth Street, N. W., Washington, D. C. 20036. This issue discusses the problems and promise of sensitivity education.

Filmstrip:
The Tuned Out Generation, Guidance Assoc. Harcourt, Brace & World, Pleasantville New York, 10570
A filmstrip on the "gap" between students and parents.

Book:
* Marin, Peter and Cohen, Allan, Understanding Drug Use: An Adults Guide and and the Young, Harper and Row, 1971.

Objectives

A. That I, the learner, develop the knowledge and understanding of the immediate effects and long-range consequences of drug abuse as shown by my ability to:

2. Identify the probable short- and long-range consequences of specific drug behaviors

3. Describe in probability terms the immediate and long-term effects of the different patterns of drug use

Learning Activities

2. a. Using RAP Sheet
material contained i
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b. (Optional) You m
techniques suggeste
Operation Outreach.
"Trust Walk," the "
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3 a. Using either the
Sheet IV-C, "Drug U
discuss both the sho
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b. Show one or more
section. Be sure to
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Learning Activities

2. a. Using RAP Sheet IV-C, "Drug Use and Abuse" discuss the material contained in the section entitled "Why?" This section explores the concepts of loneliness, alienation, and the need for love in our modern society.

   b. (Optional) You may wish to use some of the group process techniques suggested by Dr. Gerald Edwards in his book Operation Outreach. Appropriate activities include the "Trust Walk," the "Solo Walk," and other small group techniques to improve the quality of student interaction. The more training the teacher has received in the use of these techniques, the more effective the small-group sessions. These experiences provide a foundation for student self examination of the final unit.

3 a. Using either the information papers accompanying RAP Sheet IV-C, "Drug Use and Abuse" or selected filmstrips, discuss both the short-term (refer to Unit III) and long-term effects of the drugs listed. You may wish to go into detail on those drugs which might be making the scene in your area. Discussion of effects should be in probability terms, with the students contributing what changes they see in the use of the various drugs.

   b. Show one or more of the films recommended in the resource section. Be sure to preview the film before viewing. Do not use a film just because it is available.

After a period determined by the leader, group members are told that they may nonverbally express their feelings to the one in the circle. No words, except those of the leader to initiate each part of the exercise, are to be spoken throughout the exercise.

These exercise and other variations which help students feel the need for the acceptance and expression of one's feelings toward each other in appropriate ways are further explained in Operation Outreach by Dr. Gerald Edwards.

One of the best methods to introduce small group activities such as "Trust Walk" and "Solo Walk" for the teacher to meet with selected class members for a number of sessions prior to the total class's participation. This meeting could be held in the teacher's home or some other appropriate location after school hours. These persons can then, under the supervision of the teacher, become small-group leaders for the class sub-groups for these activities.

These techniques provide a means to help develop the resources of the individual toward becoming both human and humane in his relationships with others. It provides a method whereby the student having difficulty in interpersonal relationships may develop the insight and skill necessary to both initiate and maintain those relationships.

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Outreach by Dr. Gerald

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having difficulty in inter-
velop the insight and skill
maintain those relation-

Resources

Filmstrips:

From Guidance Associates; Harcourt
Brace & World, Pleasantville, N. Y. 10570

LSD: The Acid World
Drug Information Series
Narcotics
Sedatives
Stimulants
I Never Looked at It That Way Before
Tobacco and Alcohol: The $50,000 Habit
Marijuana
The Alienated Generation

The Mechanical Smoker with lesson guide, $9.95, TANE Press, 2814 Oak Lawn, Dallas, Texas 75219. One of the most effective teaching devices to demonstrate the cause of diseases resulting from tobacco smoke inhalation.

Paperback:

Margolis, J. S, and Richard Clorfene, A Child's Garden of Grass. New York: Pocket Books, 1970. A well written tongue-in-cheek approach which provides a perspective of marijuana use from the culture itself.

Objectives

A. That I, the learner, develop the knowledge and understanding of the immediate effects and long-range consequences of drug abuse as shown by my ability to:

2. Identify the probable short - and long-range consequences of specific drug behaviors

3. Describe in probability terms the immediate and long-term effects of the different patterns of drug use

Learning Activities

3. Note Many filmstrips an
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You may wish to es
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c. If you have a drug
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at this time.

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Learning Activities

3. Note Many filmstrips and film presentations are excessively emotional in the presentation of the information. As the result, melodramatic music, inaccurate information, exaggeration, and invalid conclusions are common. You may wish to establish a "Truth Squad" to respond to the film and to lead the discussion following the presentation.

c. If you have a drug information center, you will not want to spend too much time on this section. If you have assigned different groups the responsibility for in-depth reports on each drug, you may request these reports at this time.

d. If the class is developing a drug chart, have the students complete the chart with the information they have collected.

e. Students from the youth drug culture who may be working in free clinics or other rehabilitation programs can be used to provide some of the information on the consequences of use. As with any other resource person, carefully select the individual for his ability to accomplish the objectives of the program. It has been found that former users can be most effective in bridging the credibility gap in the consideration of drug effects. The decision should be based upon the qualities and attitudes of the person himself rather than just upon the basis of his involvement in the drug scene.

Continuing Dialogue

A Generation of Alternatives

To think of alternatives to drug use requires serious consideration of the different ways people can satisfy their needs and feelings. To see the need for alternatives requires serious consideration of life goals and purposes - what one wants to do with his life.

Other things being equal, the individual with the largest repertoire of possible ways to satisfy his needs and feelings will be less likely to excessively depend upon just one of those methods than the individual with only a limited change of possible behaviors. Psychological dependence tends to be the over dependence upon one method (drug taking) first to take care of a specific need or feeling, then eventually to take care of a wide variety of needs and feelings.

Generation of alternatives to drug abuse is to be followed by a realistic examination of the effectiveness of the alternative, peer attitudes toward it, and its availability. Unless the students can see the relevance of the activity it can become very "Mickey Mouse."

Resources

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Resources

Article: Cohen, Allan, "The Journey Beyond Trips "Journal of Psychedelic Drugs, Vol II, Spring 1971, pp. 16-21 An excellent presentation of an examination of possible alternatives. A chart of possible alternatives is presented on p. 151-153 of this manual by permission of Dr. Cohen.

Grooving, Benchmark Films, Inc., 145 Scarborough Road, Briarcliff Manor, New York, 10510. One of the better films on marijuana, the viewer sits as a silent observer of a continuing rap session of users and nonusers.

The Seekers, also from Benchmark, less effective than Grooving, but better than average. More related to deeper involvement in drugs in a rap session format.

Objectives

B. That I, the learner, develop an understanding of the influence of one's life goals upon one's behavior as shown by my ability to:

1. Evaluate the consequences of drug abuse in relation to one's life goals

2. Suggest alternatives other than drug use to reach one's short-term and long-range goals

Learning Activities

4. a. Take a real
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Learning Activities

4. a. Take a real or hypothetical case of drug abuse in which the consequences are clear. Ask the question, "So what?" Using the concepts of RAP Sheet IV-D, "A Merging of Practicality and Philosophy," discuss with the class the influence of life goals or the lack of them upon one's behavior.

   b. Using RAP Sheet IV-E, "An Exercise in Creative Behavior," discuss the development of satisfactory alternatives to the use of drugs to fulfill one's needs.

   Have each student write his response to the open-end sentences of RAP Sheet IV-E. Request that each student then select one other person in the class to share and develop additional alternatives. After the discussion by the dyads (pairs), have the students get into groups of six to list and rate the appropriateness of each alternative.

   Alternative: By "brainstorming " a rapid listing of all suggestions without critical evaluation, list all possible alternatives to drug abuse. Have the students then divide into groups of six to select and rate those alternatives considered appropriate, available, and effective in satisfying the needs which otherwise unfulfilled could contribute to drug abuse.

Resources

Film:

It Takes A Lot of Help, a new film developed by the Kemper Insurance Group of Chicago. 27 minutes, color, documenting the activities of five communities combatting local drug abuse. Available on free loan from nearest Modern Talking Pictures Service.

Booklets:

LSD-25: A Factual Account, Layman's Guide to the Pharmacology, Physiology, Psychology, and Sociology of LSD, 30¢, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

* Common Sense Lives Here - A Handbook for Community Action on Drug Abuse, National Coordinating Council on Drug Abuse Education and Information, 1211 Connecticut Avenue, Washington, D.C. 20036.

Books:

Yablonsky, Lewis. The Tunnel Back: Synanon. New York: The MacMillan Co., 1965

Article·

* Jaffe, Jerome. "Whatever Turns You Off." Psychology Today, Vol. XIII (May 1970). An excellent description of various methods of rehabilitation with the reasons for the need for a multi-model approach toward rehabilitation.

Objectives

B. That I, the learner, develop an understanding of the influence of one's life goals upon one's behavior as shown by my ability to:

1. Evaluate the consequences of drug abuse in relation to one's life goals
2. Suggest alternatives other than drug use to reach one's short-term and long-range goals

Learning Activities

4. c. After the suggestions f
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Spring 1971, is in the i

5. a. Ask the class what the
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discuss those sources
helpful. You may wisl
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can help other student

b. Invite one of the schoo
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student help. Have th
and suggestions to im

c. Arrange to take the cl
students, regardless c
visits to local free cli
welfare or institutiona

Learning Activities

4. c. After the suggestions for alternatives have been collected and evaluated, present to the students the alternative model developed by Dr. Allan Cohen. A reprinting of one of the summation pages of his article "The Journey Beyong Trips: Alternative to Drugs," Journal of Psychedelic Drugs, Vol 3 (No. 2), Spring 1971, is in the index of this manual.

5. a. Ask the class what they do when they get into trouble or have a personal problem. Discuss the concepts of RAP Sheet IV-F, "When You Come to the End of Your Rope." Have students discuss those sources which they have found satisfactory and helpful. You may wish to discuss the question, "How can you tell when you should go to somebody?" Discuss how students can help other students.

b. Invite one of the school counselors in for a rap session in which the counselor explains his function and available sources for student help. Have the students make constructive criticisms and suggestions to improve the services for the student body.

c. Arrange to take the class to local agencies which offer help to students, regardless of their problems. This could include visits to local free clinics, neighborhood counseling offices, welfare or institutional programs, etc.

Speed Scene , The Problem of Amphetamine Abuse, Rental $15, Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calfiornia 90025. With David Smith of the Haight Ashbury Free Clinic, explores the nature, effects, and conditions surrounding amphetamine abuse. Can be obtained through a free loan service from the Bureau of Narcotics and Dangerous Drugs, Department of Justice, regional offices.

Pamphlet:

"Deciding about Drugs." Content demonstrates a reasonable approach to the problem, copies available from Kiawanis International, 101 East Erie Street, Chicago, Illinois.

Film Evaluations:

* Weber, David, 99 - Films on Drugs, Educational Film Library Associates, 17 West 60 Street, New York, 10023, $3.00.

* Drug Abuse Films. National Coordinating Council on Drug Education, Suite 212, Connecticut Ave., N. W., Washington D. C. 20036, $2.00.

Student Newspaper

Schreiber Times, Wednesday, May 13, 1970. Published by students of Paul Schreiber High School, Port Washington, N. Y. A complete report of individual student projects dealing with drug abuse. Analysis of student-developed questionnaire.

Records

"First Vibrations". The Do It Now Foundation, 6230 Sunset Boulevard, Hollywood, California 90028. Collection of songs about drugs by artists of the youth scene.

TEACHER FEEDBACK

As we work to further develop the program, your responses to various aspects as we go along will help. Send with Student Feedback Sheets your ratings and comments to Senior High Drug Education Project, Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113

1. Please rate the following by circling the appropriate number:

1. The curriculum materials used in Unit IV

too difficult too easy

1 2 3 4 5 6 7

dull interesting

1 2 3 4 5 6 7

informative uninformative

1 2 3 4 5 6 7

confusing clear

1 2 3 4 5 6 7

2. The methods suggested to teach the material in Unit IV

appropriate inappropriate

1 2 3 4 5 6 7

Teacher Feedback Continued 2

disorganized well organized

1 2 3 4 5 6 7

helpful not helpful

1 2 3 4 5 6 7

unenjoyable enjoyable

1 2 3 4 5 6 7

II. If you were teaching this unit again, what change would you make in:

1. Materials:

2. Methods:

Other comments:

UNIT V - SELECTING WAYS TO MEET DAILY STIUATIONS

Introductory Dialogue

This unit should naturally develop from the studies and discussions of the previous unit. An examination of the causes of behavior and the short-term and long-term effects of drug use does not yet provide adequate resources for the student to make the decision for or against either the use or the abuse of drugs. Each person usually has a set of values and a concept of himself and what he desires to become which guide him in selecting the ways of meeting daily situations, although he may not be fully aware of it. Some students, forced with the conflicting values, have had considerable difficulty in achieving a stable set of guidelines for personal decision making.

The experiences of this unit provide for maximum student involvement and introspection. The discussion of feelings and how each person tries to deal with them in some kind of consistent manner can provide for sensitive, open, warm communication between the students and between the students and the teacher.

Studies indicate that the greater the rapport between the students and the teachers, the greater influence the teacher has upon the value system of the student. This is achieved not by moralizing or telling the student what he should be, but by providing him examples of what he can be. The student will draw from many sources - parents, peers, teachers - in selecting the ideals with which he identifies in the development of his own personal values.

Continuing Dialogue

Introspection

Do not expect the student to become excited about self-examination and the introspection of the exercises in the beginning of this unit. At a period where many students are playing numerous roles to hide the insecurities they feel about themselves, any kind of pressure, no matter how subtly applied, will often increase those feelings of insecurity and inadequacy.

You will need to use every resource you possess to establish the support and encouragement the students will need to meaningfully progress through the initial exercises. For some classes you may find Earl Nightingale's record, "The Strangest Secret," valuable in helping the students to see the value of each person's finding out "where his own head is at" and setting realistic personal goals. Mr. Nightingale, a successful businessman who might possibly be a bit "square" for your student's tastes, explores the implications found in principle "You are what you think."

As stated in a study by Kolb and Boyatxis, 'The self directed person seems to gain his self-control by construing his world in such a way that the opportunities of the future (stated as goals) become more important determiners of his action than the events of the past."

Numerous studies report the effects of goal setting upon self directed behavior change. Studies of drug use on campus indicate that those students who have failed to clarify personal long-range goals are much more likely to become involved more heavily in drug use and abuse.

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have failed to clarify personal
likely to become involved
use.

Resources

"The Strangest Secret," a phonograph record by Earl Nightingale. Available from Nightingale-Conant Corporation, 6677 Lincoln Ave., Lincolnwood, Illinois. Side one is more appropriate, can be useful for motivation toward personal goal setting.

Kolb, David and Richard Boyatxis. "Goal Setting and Self-Directed Behavior Change." *Human Relations*, Vol XXIII (October 1970), pp. 439-457.

Bryant, B. E. *High School Students Look at Their World*,
R. H. Goettler and Associates,
50 W. Broad Street, Columbus Ohio
43215. $1.50 each. Survey of student opinions about contemporary issues.

Objectives

A. That I, the learner, develop an increased understanding of myself and my own life goals as shown by the ability to:

1. Describe myself as I am and would like to be

2. Describe my own life purpose

Learning Activities

A. 1. Explain to the
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b. Following thes
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the questions "Who
Rank the response

c. The students m
last three question

2. Have each stud
the students would
RAP Sheet IV-B, "
exercise.

Learning Activities

A. 1. Explain to the students that each member of the class is to be given the opportunity to see "where his own head is at." If the desired rapport has been established between students and between the teacher and the students through the earlier suggested group experience, setting the scene for the self-examination exercises of RAP Sheet V-A, "Life Planning Exercises," should not be too difficult.

a. Have the students complete the exercises under Number 1 of the RAP Sheet. Request that the students write down a response to each of the stimulus words - birth, life, and death - prior to going into groups. Have the students get into groups of five to discuss their responses to these concepts.

b. Following these small group discussions, pass out the rest of the exercises and have the students write their responses to the questions "Who Am I?" "Why Am I?" and "Where Am I Going?" Rank the responses in each question as suggested on the RAP Sheet.

c. The students may return to the small groups to discuss the last three questions of the exercise.

2. Have each student write a future autobiography. Perhaps the students would like to illustrate their papers. You may use RAP Sheet IV-B, "Be a Future Biographer," to introduce the exercise.

Continuing Dialogue

Spontaneity and Acting on One's Own Impulse

For the past several generations, the role of authority and rationalism has been heavily emphasized in the development of one's personal values. Current concern today for the needs of an individual as a human being has resulted in placing greater value on one's feelings and freedom for one to express his feelings when and where he wishes. This can result in an overabundance of impulsive behavior, with little concern for the long-range effects of that behavior upon one's self or others.

Creative living requires the capacity for spontaneity. To be spontaneous implies the ability to act without prompting, to be natural in relation to one's physical and social environment. To act on impulse implies acting under the stress of emotion or spirit of the moment (p. 85, Websters Seventh New Collegiate Dictionary).

Translated into behavior, impulsive behavior might be defined as that originating totally from within the organism with little sensitivity to the external environment or the effects that behavior may have upon that environment or the organism itself. Spontaneous behavior, however, arises from an awareness of both one's internal state and external environment. It tends to be called upon by the demands of the situation as well as the needs of the individual.

For example, a young man might kiss the young lady simply because of his own need, disregarding the needs of the young lady or the situation at the moment. He would be acting on impulse. However, if he is acting on the basis of both his own need and his sensitive awareness to the feelings and expectations of the young lady, this could be considered spontaneous, creative behavior. Both the short-term and long-term effects will vary from the behavior, depending upon whether it is simply resulting from impulse or from an accurate evaluation of the situation.

The ability to relate to persons requires the naturalness of spontaneous behavior. The self-actualizing individual has the capacity to either allow expression of his impulses or control or redirect them according to a sensitive awareness to his own feelings and his social environment.

Objectives

A. That I, the learner, develop an increased understanding of myself and my own life goals as shown by the ability to:

3. Identify methods often used in developing one's standards in decision making

B. That I, the learner, develop the ability to consider alternatives and their consequences (immediate and remote) and to select ways to work out my feelings that are consistent with my life purpose as shown by my ability to, when given a situation, describe the feelings involved, available alternatives and their consequences, and the decision which would be most consistent with my life purpose

Learning Activities

A. 3. Discuss the relati
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"against my religio

(Feeling)

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"wanted to do my th
"I've gotta be me"

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Learning Activities

A. 3. Discuss the relationship of the "Where You're At" section (as examined in RAP Sheets V-A and V-B) to the "What You Do" section. Read the situation in RAP Sheet V-C. Ask the students to write down what they would do if they were Jim and why they would follow their particular courses of action.

List on the board the actions the students say they might take. Then list the reasons for the decisions made. With help from the students, divide the responses into four groups according to the pattern below:

(Authority)	(Rational)
"wrong thing to do"	"figured it's not worth it."
"my mom would have a fit"	"thought it did not make good sense"
"conscience won't let me"	"thought about it and figured it would not be best"
"friends I know say it's okay"	
"against my religion"	

(Feeling)	(Observation of Testing)
"just felt like it"	"It's messed up some kids I know"
"seemed like a cool idea"	"I've seen what it does"
"wanted to do my thing"	"Research is not certain about it yet"
"I've gotta be me"	

After grouping the responses in a pattern similar to the above, write the names which might be assigned to the characteristic each grouping has in common (authority, etc.). Using RAP Sheet V-D, "Four Methods of Value Selection," define the four broad areas.

Continuing Dialogue

Student Personal Values

To examine the source of one's personal goals is not to place either a negative or a positive value upon that source. Students of the "now generation" tend to reject values based upon external authority, particularly if that authority is identified in any way with the Establishment. Often young people fail to realize that they, too, lean heavily upon authoritative sources for personal values and attitudes. The authority may be Timothy Leary (although he tends to be out of it now) rather than Moses or the Apostle Paul, but the adherence to the authority of the day, whoever may be in at this time, can be almost fanatical, with little awareness of that person's influence on their own thinking.

The realization of this influence is not to place a positive or negative value upon these sources, either. For example, suppose a student attacks one of your authoritative sources, such as the Bible. You may help him see that he relies on authorities for his ideas (popular stars, youth leaders). However, implying your sources are better than his can hinder further communication. Examine with your students the sources of their personal standards. Refrain from either approval or criticism as you join with them in this examination. Your students have been taught and told of many different value systems. Give them the room to examine, develop, and exercise their own. Your faith and patience in their capacities will almost always be justified.

Resources

Learning to Decide Pr
by Alexander Campbell
Psychology Departmen
available for grades 4
has as its objective the
method to enable them
enhancing decisions wi

Dahlke, H. O. Values
New York: Harper and

Hall, Everett W. What
Humanities Press, 195

Katz, Martin, Decisio
New Jersey: College E
Board, 1963.

* A Better Way: Drug A
An interview by Dr. E
former drug user and
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Resources

Learning to Decide Program, being developed by Alexander Campbell and Ralph Ojemann, Psychology Department, ERCA. Currently available for grades 4 through 7, this program has as its objective the students' learning a method to enable them to make creative, life-enhancing decisions with respect to moral values.

Dahlke, H. O. Values in Culture and Classroom. New York: Harper and Row, 1958.

Hall, Everett W. What Is A Value? New York: Humanities Press, 1952.

Katz, Martin, Decisions and Values. Princeton, New Jersey: College Entrance Examination Board, 1963.

* A Better Way: Drug Abuse Education Interview #1 An interview by Dr. Eddie Myers of a young former drug user and major marijuana supplier for one of the eastern suburbs of Cleveland who has turned from drugs to a deep religious faith and a personal involvement in helping others through the sharing of that faith and the love which it promotes. Available from ERCA.

Objectives

B. That I, the learner, develop the ability to consider alternatives and their consequences (immediate and remote) and to select ways to work out my feelings that are consistent with my life purpose as shown by my ability to, when given a situation, describe the feelings involved, alternatives available and their consequences, and the decision which would be most consistent with my life purpose.

C. That I, the learner, clarify for myself those ideals, attitudes, and ways of living which I value, as shown by the ability to determine what kinds of alternatives I would probably take when faced with conflict situations.

Learning Activities

3. Discuss how we use di
conflict situations. So
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and observation and te
disadvantages of each.
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4. Using RAP Sheet V-E,
Decision Making, " dis
Note the difficulty of d
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Discuss the conflict si
the students develop s
the following values: 1
2) good grades and goo
4) personal comfort an

Explore with students
developing creative alt
maintained (e.g., goo
where the person must
and/or what the conse
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This discussion may le
the concepts of the nex

Learning Activities

3. Discuss how we use different ways to make decisions in conflict situations. Sometimes we rely on authority, other times on feelings, still other times on logical thinking and observation and testing. Discuss the advantages and disadvantages of each. Do some people tend to rely on one method more often than another? What could account for a person's selection of the method he tends to use most often?

4. Using RAP Sheet V-E, "Self-Developed Guides for Personal Decision Making," discuss the concept of personal values. Note the difficulty of decision making and the feelings we have when there are at least two values in conflict.

   Discuss the conflict situations noted in the RAP Sheet. Have the students develop situations which illustrate conflict between the following values: 1) loyalty to parents - loyalty to peers, 2) good grades and good friends, 3) honesty and social status, 4) personal comfort and concern for others, etc.

   Explore with students the possibility of resolving conflict by developing creative alternatives in which both values can be maintained (e.g., good grades - good friends). Note others where the person must decide which value is most important and/or what the consequences of each alternative might be upon himself and others.

   This discussion may lead directly into the consideration of the concepts of the next RAP Sheet.

Continuing Dialogue

Value Clarification

Knowledge of the source of one's values is only the first step in developing one's personal standards for decision making. Each student needs the opportunity to express those values in a concrete way. Raths, et. al., suggest numerous methods to give students opportunities to make a considered judgment or take a position on issues affecting them. Opportunities for expression - open, verbal, and public - of one's values assist the self-inventory process needed in value clarification.

It is easy to take positions on certain issues, such as being against hate and discrimination and for love and peace. However, most decision pathways are not so clearly marked. Value conflict situations can be used to help each student sharpen and clarify his own personal values.

Students may be hesitant at first to openly and publicly express where they stand and why, possibly because of fear of what other students or the teacher might think. Open expression of personal values usually will not take place if the student feels what he says will be rejected by either the teacher or other students. Provide the atmosphere that lets the student know that he has the freedom to openly be himself and to express and examine his own values without fear of any type of intimidation or indirect evaluation.

Resources

* Raths, Louis E.
Sidney Simon. Val
Columbus,Ohio. C
An excellent resou
methods suggested
clarification of his

Shaftel, Fannie R.
Values: Decision M
Englewood Cliffs,
Presents theory, t
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clarification.

Reisman, David, N
The Lonely Crowd
Press, 1950. Part
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Resources

* Raths, Louis E. Merrill, Harmin and Sidney Simon. Values and Teaching. Columbus, Ohio. Charles E. Merrill Co., 1966. An excellent resource, with an approach and methods suggested to help the student in the clarification of his own values.

Shaftel, Fannie R. Role Playing for Social Values: Decision Making in the Social Studies. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1967. Presents theory, technique, and materials for the effective use of role playing for value clarification.

Reisman, David, Nathan Glazer, and Reuel Denny. The Lonely Crowd New Haven: Yale University Press, 1950. Particularly recommended for the teacher.

Objectives

B. That I, the learner, develop the ability to consider alternatives and their consequences (immediate and remote) and to select ways to work out my feelings that are consistent with my life purpose as shown by my ability to, when given a situation, describe the feelings involved, alternatives available and their consequences, and the decision which would be most consistent with my life purpose.

C. That I, the learner, clarify for myself those ideals, attitudes, and ways of living which I value, as shown by the ability to determine what kinds of alternatives I would probably take when faced with conflict situations.

Learning Activities

5. Point out to the students the dif
values (authority, feelings, rat
and the process of developing o
Sheet V-F, "Clarification of Pe
students that you wish to provic
their personal values and to exe
value sheets in small groups.

6. Select from the Value Sheets fo
which should precipitate maxim
Use a variety of methods to cor
you will probably want the stude
material before further process
group discussion, use of the fis

You may wish to use the public
the student questions about wh
you for your honest responses.

Some form of student interactiv
Sheet exercise.

7. Culminating activity and inform

a) Review with the students the
making as presented in the firs
Making Process."

b) Discuss with the class the a
Encourage their adding to the s

Learning Activities

5. Point out to the students the difference between the source of one's values (authority, feelings, rational thought, observation and testing) and the process of developing one's values as described in RAP Sheet V-F, "Clarification of Personal Values." Indicate to the students that you wish to provide them with the opportunity to examine their personal values and to exercise them in the consideration of the value sheets in small groups.

6. Select from the Value Sheets following RAP Sheet V-G those exercises which should precipitate maximum student discussion and involvement. Use a variety of methods to consider the sheets selected. In each case, you will probably want the student to consider his response to the material before further processing. This can be followed by small-group discussion, use of the fishbowl technique, debate, or role playing.

   You may wish to use the public interview technique, in which you ask the student questions about what he feels or thinks, and he then asks you for your honest responses.

   Some form of student interactive experience should follow each Value Sheet exercise.

7. Culminating activity and informal post-testing:

   a) Review with the students the steps involved in effective decision making as presented in the first part of RAP Sheet V-H, "The Decision Making Process."

   b) Discuss with the class the application exercise in Situation I. Encourage their adding to the suggested items under each step.

Continuing Dialogue

Not the End, but the Beginning

Concluding activities of this unit are left open-ended so that the processes gained through this course of study may provide a basis for an ever-expanding understanding of self and the complexities of life's tasks and one's own personal values. The approach applied to human behavior in this drug education program is immediately transferable to a wide variety of subject areas - history, science, health, etc.

You may wish to scatter the value sheets and philosophy readings regularly throughout the rest of the semester. Develop opportunities for role playing and consideration of current problem situations which your students are facing within their homes, their schools, and their community.

It takes time to change the direction of prior educational and other life experiences which have been dominated by arbitrary, judgmental thinking. Continue to exemplify the human-person, causal approach to human behavior. Help students to continually increase their personal resources to enable them to make more successful and effective personal decisions in light of both the causes and consequences of behavior. The regular use of the classroom meeting concept as discussed by Glasser could provide the vehicle for continued consideration of the personal dignity of students and of concern for them as human-persons, worthy of our faith and confidence.

Resources

Glasser, Wi
New York:
The use of
in this book
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it are left open-ended so
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's tasks and one's own
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immediately transferable
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use of the classroom
Glasser could provide
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for them as human-persons,
e.

Resources

Glasser, William. Schools without Failure, New York: Harper and Row, 1969. The use of classroom meetings as suggested in this book could provide for a continuing effect of the experiences of this program.

Objectives

B. That I, the learner, develop the ability to consider alternatives and their consequences (immediate and remote) and to select ways to work out my feelings that are consistent with my life purpose as shown by my ability to, when given a situation, describe the feelings involved, alternatives available and their consequences, and the decision which would be most consistent with my life purpose.

C. That I, the learner, clarify for myself those ideals, attitudes, and ways of living which I value, as shown by the ability to determine what kinds of alternatives I would probably take when faced with conflict situations.

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Learning Activities -

7. c) Present Situation II orally to the class. Have them suggest items under each step in the decision-making process. After thorough consideration of each step, pass out the student material, which provides one possible analysis of the situation. Be sure to explain that the analysis in the RAP Sheet is not a collection of "the right answers" to the situation, but only considerations which might enter into the person's decision making.

   d) Have the students suggest other situations and process them in the same way.

8. Using RAP Sheet V-I, review the experiences of this course of study, noting the objectives mentioned and encouraging both positive and negative criticism of the study and the activities in which they have been engaged.

   Record student suggestions for improvement and evaluate them in light of your knowledge of student need. Keep these suggestions for future improvements in your next implementation of this course of study.

   If desired, post tests may be administered to measure student growth and the degree to which course objectives have been met.

TEACHER FEEDBACK

As we work to further develop the program, your responses to various aspects as we go along will help. Send with Student Feedback Sheets your ratings and comments to Senior High Drug Education Project, Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113.

1. Please rate the following by circling the appropriate number:

1. The curriculum materials used in Unit V

too difficult — too easy

1 2 3 4 5 6 7

dull — interesting

1 2 3 4 5 6 7

informative — uninformative

1 2 3 4 5 6 7

confusing — clear

1 2 3 4 5 6 7

2. The methods suggested to teach the material in Unit V

appropriate — inappropriate

1 2 3 4 5 6 7

disorganized well organized

1 2 3 4 5 6 7

helpful not helpful

1 2 3 4 5 6 7

unenjoyable enjoyable

1 2 3 4 5 6 7

II. If you were teaching this unit again, what change would you make in:

1. Materials:

2. Methods:

Other comments:

APPENDIX

1. "The Relationship of an Understanding Approach to Human Behavior and Process-Centered, Small-Group Experiences."
2. Additional Role-Playing Activities Suggested by Project Teachers
3. Films Available from EMC
4. Janis Joplin
5. Transparency Masters
6. Drug Legislation Chart
7. Alternatives to Drugs

"The Relationship of an Understanding Approach to Human Behavior
and
Process-Centered,Small-Group Experiences"

by Dr. Eddie Myers

A major objective of the educational process has been the development of an increased awareness of the individual to the forces underlying both his behavior and the behavior of others. In an attempt to reach this objective, the school has provided for each student numerous experiences to help him learn about what people do or what they have done in the past. In the early grades, the studies may be of community helpers. In later grades, investigations may lead to an examination of the history of man or of this nation, and what man has accomplished from the past to the present. This content has usually been included in the social science program.

As attempts have been made to educate the student to become an effectively functioning social individual, the schools have placed greatest emphasis upon the "what" of human endeavor. Seldom has equal emphasis been placed upon the "why" of the behavior to help the student understand the principles underlying the behavior of others or of himself. Students have been required to memorize and recite an endless progression of facts about what people have done in the past. Emphasis has been upon intellectual achievement and the development of the productive capacity of the individual as a responsible member of society.

Recent conflicts and experiences in both the academic and business worlds have made a large segment of American society aware of the need to provide for the attitudinal and emotional development as well as the intellectual development of both children and adults. These conflicts have made many aware of an increased need for self-understanding and a more humane, understanding approach to the behavior of others.

One of the phenomena which has arisen from an awareness of this need has been the process-centered,small-group experience. A small group of adults or students, usually no more than eight to ten in a group, meet with a trained group leader to react to each other in the give and take of face-to-face communication. As the interaction takes place, the group is led into an examination of the feelings and attitudes of each of its members. Emphasis is upon the "here and now" as the members report frankly the feelings and thoughts that the interaction stimulates. Through an established climate of mutual support, individuals are helped to examine and express their personal concerns and feelings and are given an opportunity to receive honest expression of each group member's reaction to those concerns and feelings. As this process continues, the person is expected to develop increased insight into his behavior and the behavior of others.

A number of studies have demonstrated the potential of the process-centered, small group experience as a method for attitudinal and emotional development. Reports of success include evidence of changes in attitude and the development of increased warmth and openness to experience.

Some studies, however, have reported evidence of detrimental results from the group experience, either for an entire group or for particular members of a group.

Evidence suggests that the objectives of increased understanding of both one's self and others are valid and appropriate objectives. The question remains, however, of why the group experience is sometimes successful and sometimes unsuccessful in the attainment of these objectives.

One of the most commonly reported difficulties arising from the group experience has been its failure to provide the participant with sufficient insight to assist him in his daily relationships with others. Frustrations develop as the participant finds it difficult to relate to those around him in the same way he related to members of his group.

The group meetings obviously produce a great deal of emotional stimulation and attachment to fellow group members, but to what extent can each individual generalize from this experience to assist him to interact with others outside the group? It appears that this ability to generalize is at least in some part dependent upon the degree that basic principles of human behavior are learned through the group process. When the group experience is successful, each individual has gained both an increased understanding of the dynamics of human behavior and an emotional capacity which generalizes to others within his social environment who have not shared with him the sensitivity experience. When the group experience is ineffective or produces detrimental effects, it could be that the concepts necessary to understand and interpret one's own behavior or the behavior of other members of the group failed to develop or were not applied. Questions arising from this possibility lead to the development of a number of interesting and testable hypotheses.

It is quite probable that providing each prospective participant with a background of an understanding of human behavior previous to or concurrently with the process-centered experience would increase both the frequency of successful groups and the generalization of the experience toward individuals and groups who have not participated in the small-group experience.

For example, if a student understands the principle of frustration and the ways people feel and act when they meet a problem, he will probably be better equipped to engage in the process of self - examination in the process-centered,small-group experience. He can better interpret both his own behavior and the behavior of others in the group. Time can be spent in examining alternative ways of working out one's feelings.

In this experience,the student is learning an approach which looks for the why's of behavior and the meaning that behavior has for the individual. He becomes less judgmental and more causal in his approach to others. He can use this approach when he comes into contact with others outside the groups as he engages in his daily activities. He is better able to understand the sources of his own frustrations as he tries to relate to others outside the group in the same way he related to the group members.

In this arrangement, the individual gains not only emotional stimulation and satisfaction from the human interaction of the experiences, but also insight into principles of human behavior which he can apply to other situations and with other people. This helps the individual grow beyond his group and helps protect against excessive fixation upon that particular group for interpersonal need satisfaction.

The above hypothesis allows us to accept the significance of both the intellectual and emotional capacities of our students. It provides the opportunity to distill the best from both deductive and inductive learning experiences in order to supply each student more adequately with the personal resources needed to establish and maintain meaningful interpersonal relationships.

By combining instruction in the principles of human behavior and experiences of the group process, a true laboratory situation is allowed to develop. Hypotheses about behavior, feelings, and attitude development can be developed and tested by the individual in the safe climate of the group. As confirmations of these hypotheses develop, additional data to either support or modify the hypotheses may be gained through interactions outside the group.

Through a sensitive combination of instruction in the principles of human behavior and of experiences of intensive group process, personal resources can be more satisfactorily developed so that the individual may more effectively respond to the needs to which he has become aware through his learning experiences. He is able to move more effectively from excessive concern with maintenance needs to higher levels of personal development and self-actualizing behavior.

Situations for Role Playing
Suggested by Project Teachers

1. Party - Student is asked to smoke, drink, use pot, etc.

2. Stopped by police

3. Parents accuse
   a. guilty
   b. not guilty

4. Alcoholic parents

5. Tell parents of his drug problem

6. Student is comparing his drinking to parents'

7. Parents find 12-year-old smoking

8. Parents discover child's friend using drugs

9. Student's friend using drugs

10. Dropout situation

11. Teacher finds student drunk

12. Principal finds student drunk

13. Principal feels smoking is dangerous - students want smoking room

14. Cheating situation

15. Involving friends in use of drugs (giving, selling)

16. Reaction to offer of drugs

17. Parent talking with someone about 14-year-old girl running away

18. Parents discussing effects on return of child on other children in family

19. Principal readmitting former drug addict

20. Parents on pills

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FILMS ON DRUG ABUSE AVAILABLE FROM EMC

Catalog #	Title
7528	BEYOND LSD: A FILM FOR CONCERNED ADULTS AND TEENAGERS (1968) 25 min, color, Rental $18.50
6440	THE CHEMISTRY OF BEHAVIOR (1963) 30 min, b/w, Rental $11.50
7605	THE CIRCLE: AN APPROACH TO DRUG ADDICTION (1968) 57 min, b/w, Rental $20.50
7459	THE CURRENT SCENE (1968) 26 min, b/w, Rental $11.00
7770	DAVID (1967) 54 min, b/w, Rental $27.50
7790	A DAY IN THE DEATH OF DONNIE B (1969) 14 min, b/w, Rental $10.00
	THE DISTANT DRUMMER SERIES (1968) - 3 films each film 22 min, color, Rental $10.00
7773	A MOVABLE SCENE
7772	FLOWERS OF DARKNESS
7771	BRIDGE FROM NOPLACE
7774	DRUG ABUSE: ONE TOWN'S ANSWER (1970) 16 min, color, Rental $17.50
5260	DRUG ADDICTION (1951) 20 min, b/w, Rental $9.50
7718	DRUG DECISION (1970)

7718 DRUG DECISION (1970)

7605 THE CIRCLE: AN APPROACH TO DRUG ADDICTION (1968)
    57 min, b/w, Rental $20.50
7459 THE CURRENT SCENE (1968)
    26 min, b/w, Rental $11.00
7770 DAVID (1967)
    54 min, b/w, Rental $27.50
7790 A DAY IN THE DEATH OF DONNIE B (1969)
    14 min, b/w, Rental $10.00

THE DISTANT DRUMMER SERIES (1968) - 3 films
    each film 22 min, color, Rental $10.00
7773 A MOVABLE SCENE
7772 FLOWERS OF DARKNESS
7771 BRIDGE FROM NOPLACE

7774 DRUG ABUSE: ONE TOWN'S ANSWER (1970)
    16 min, color, Rental $17.50
5260 DRUG ADDICTION (1951)
    20 min, b/w, Rental $9.50
7718 DRUG DECISION (1970)
    30 min, color, Rental $22.50 SALES $360.00

DRUGS: THE CHILDREN ARE CHOOSING SERIES (1969) - 7 films
    each film 30 min, color, Rental $25.00 SALES $390 each or $2600.00 for entire series
7791 DRUGS IN OUR CULTURE
7792 THE ALLURE OF DRUGS
7793 THE PHARMACOLOGY OF DRUGS
7794 DRUGS AND THE VERY YOUNG
7795 THE NEED FOR DIALOGUE
7796 WHAT SOME COMMUNITIES ARE DOING
7797 WHAT CAN WE DO?

7530 DRUGS AND THE NERVOUS SYSTEM (1966)
    16 min, color, Rental $12.50
7317 DRUGS IN THE TENDERLOIN (1968)
    52 min, b/w, Rental $15.50
7556 ESCAPE TO NOWHERE (1968)
    25 min, color, Rental $17.50
7184 FARTHEST FRONTIER (1967)
    47 min, b/w, Rental $16.00
7318 FROM POT TO PSYCHEDELICS (1968)
    32 min, b/w, Rental $12.50

Catalog #	Title
7763	GROOVING (1970) 31 min, color, Rental $25.00
7727	HIDE AND SEEK (1966) 14 min, color, Rental $11.00
7531	HOOKED (1965) 20 min, b/w. Rental $10.00
7460	HOUSE ON THE BEACH (1968) 60 min, b/w, Rental $15.50
7458	THE LAW: HOW EFFECTIVE IS IT? (1968) 36 min, b/w, Rental $12.50
6630	THE LOSERS (1965) 31 min, b/w, Rental $11.00
7438	LSD - INSIGHT OR INSANITY? (1968) 28 min, color, Rental $18.50
7454	LSD: LETTVIN VS. LEARY (1968) 51 min, b/w, Rental $14.00
7389	LSD-25 (1967) 27 min, color, Rental $17.50
7776	MARATHON: THE STORY OF YOUNG DRUG USERS (1967) 51 min, b/w, Rental $17.50
7529	MARIJUANA (CBS Reports) (1968) 52 min, b/w, Rental $17.50
7682	A NICE KID LIKE YOU (1969) 38 min, b/w, Rental $17.50 SALES $250.00
7407	OR DIE! (1967) 18 min, b/w, Rental $9.50
7455	PROFESSOR LETTVIN TUNED IN (1968) 90 min, b/w, Rental $20.00
7588	RAPPING (1969) 14 min, b/w, Rental $7.50
7457	RESEARCH REPORT: THC - THE CHEMISTRY OF MARIJUANA (1968) 20 min, b/w, Rental $10.00
7775	SPEEDSCENE: THE PROBLEM OF AMPHETAMINE ABUSE (1969)

28 min, color, Rental $18.50

7454 LSD: LETTVIN VS. LEARY (1968)
51 min, b/w, Rental $14.00

7389 LSD-25 (1967)
27 min, color, Rental $17.50

7776 MARATHON: THE STORY OF YOUNG DRUG USERS (1967)
51 min, b/w, Rental $17.50

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7775 SPEEDSCENE: THE PROBLEM OF AMPHETAMINE ABUSE (1969)
17 min, color, Rental $14.00

5482 TEA, HORSE AND CRIME (1957)
30 min, b/w, Rental $9.50

7456 WORLD OF THE WEED (1968)
21 min, b/w, Rental $10.00

7764 YOU CAN'T GROW A GREEN PLANT IN A CLOSET (1970)
52 min, b/w, Rental $30.00

NOTE: Please refer to our catalog "EMC FILMS 1970-72" for films on alcohol and tobacco. These films are listed under DRUGS in the INDEX, page 310.

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"BLUES FOR JANIS"

"People seem to have a high sense of drama about me. Maybe they can enjoy my music more if they think I'm destroying myself."

Janis Joplin knew that the aura of self-destruction was part of her appeal. She also knew that to her contemporaries she was much more than a rock singer. She was a tragic heroine whose character summed up all the contradictions, frustrations, and despairs of life under 30. It was her special gift that nightly she seemed to triumph over her burdens in concerts that were a kind of cathartic theater of the young. Her exuberances, her frenzies, her "highs" set off chain explosions in the audiences. The quart bottle of Southern Comfort that she held aloft onstage was at once a symbol of her load and a way of lightening it. As she emptied the bottle, she grew happier, more radiant, and more freaked out. The spread of the feet grew wider, the stomp more frantic. The flopping mop of hair did its best, but could not completely hide the tightening grimace of the face. As the mouth opened wide, the macadam voice, scarred by booze and cigarettes, grew louder and bolder:

> Time keeps movin' on,
>   Friends they turn away.
> I keep movin' on,
>   But I never found out why.
> I keep pushin' so hard, an' babe,
>   I keep try'n to make it right
>   to another lonely day.

Last week, on a day that superficially at least seemed to be less lonely than most, Janis Joplin died on the lowest and saddest of notes. Returning to her Hollywood motel room after a latenight recording session and some hard drinking with friends at a nearby bar, she apparently filled a hypodermic needle with heroin and shot it into her left arm. The injection killed her.

Purists insist that no white man or woman can really sing the blues, because they cannot have known the pain of body and soul from which true blues arise. In her music, Janis certainly came as close to authentic blues as any white singer ever has. Her life, too, contained generous portions of disorder and early sorrow. In her native Port Arthur, Texas (pop. 56,000), a staid Gulf Coast city dominated by the oil refineries that employed her father, she was an awkward child, part tomboy, part appassionato manque. Save for a brief stint as a cherubic church soprano, she was an outcast, a rebel against conventions both adult and preadolescent. "They put me down, man, those square people in Port Arthur," she later told an interviewer. "And I wanted them so much to love me."

In reaction she developed into the city's first hippie. Rejected("They threw rocks at me in class," she recalled with typical Joplin hyperbole), she ran away to the West Coast at age 17.

For several years she floated around San Francisco from coffee houses to small folk festivals, puffing a little pot and belting out Bessie Smith blues ballads (her other idol was Leadbelly) in a competent but slightly affected style. She was into drugs as well as alcohol, but troubled by the fact. By early 1965, she had pulled out and gone home to her father, mother (a registrar at a local business college), and her younger brother and sister. For two years she dabbled at college, and one way or another got enough learning to read Freud and describe herself as a "Scott Fitzgerald freak."

By the middle of 1966, several old San Francisco friends had got together a promising rock band called Big Brother and the Holding Company. Since the Jefferson Airplane had Signe Anderson (later replaced by Grace Slick), the boys sent for Janis to be their lead singer. She began to learn about rock 'n' roll, and to please her, they began to learn about the blues. By the time of the Monterey Pop Festival in June 1967, after months of hard practicing in Haight-Ashbury, they were ready. The documentary film Monterey Pop is the celluloid affidavit of their triumph.

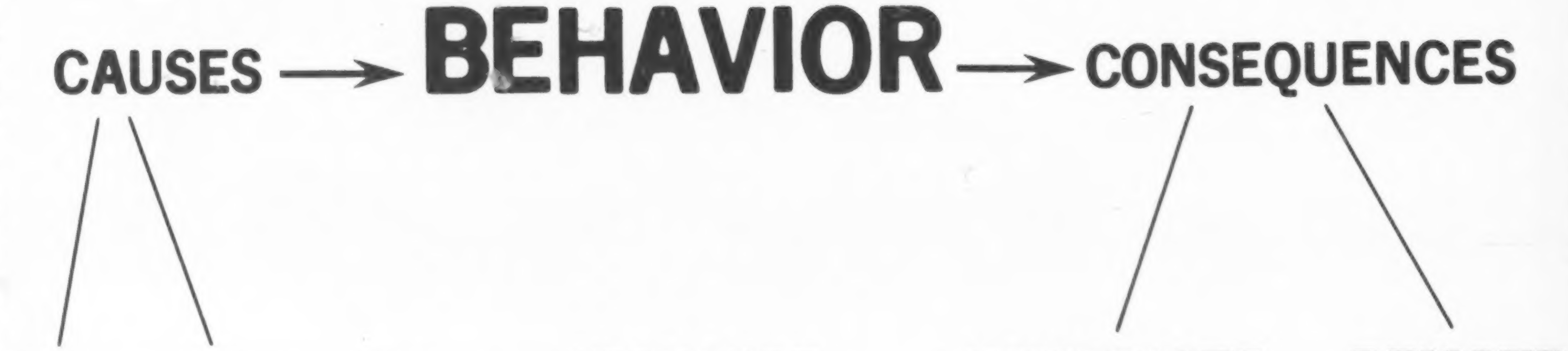
A year and a half later Janis, reaching for superstardom, quit the group and moved out on her own With a little help from Albert Grossman, who also manages Bob Dylan, Peter, Paul and Mary and The Band, she soon developed into the world's top female rock singer, commanding as much as $50,000 a night. Like her idol Bessie Smith, Janis had a singing style as earthy as a streetwalker. There were myraid subtle ways in which her voice could range from a deep throaty groan to a high tender croon. When she licked into a phrase like "Oh, I'd be so good to ya, babe, yeah!" (Turtle Blues), there was no mistaking the kind of ecstasy she had in mind.

TRAGIC GAMBLE. Too young at 27, too important to the lives of millions of her generational kin, Janis died unaccountably at a time when life seemed ready, for a change, to offer some answers. She was as aware as anyone of the deaths of major talents who tragically thought drugs were something they could gamble with and win; most recently there was the death of the king of rock erotica, Jimi Hendrix. In the fall of 1969, she was taking a six-month vacation "to clear my head." By last February, she claimed to have kicked heroin. "I don't touch drugs," she told an interviewer at the time. "These kids who touch drugs are crazy when they can have a drink of Southern Comfort."

Just recently she acquired her first steady beau, Seth Morgan, 21, an affluent Easterner from Blue Hill, Me., who thrilled Janis by, among other things, paying the dinner checks she always used to have to pick up herself, even when in a crowd. To her friends, she talked casually of the possibility of marriage. Her new back-up group, the Full Tilt Boogie Band, had got excellent notices on a coast-to-coast tour last summer. Recording sessions for Columbia - six-day-a-week affairs, often running from 2 p.m. to midnight - had been going well. Out of ten songs planned for her new album she had only two left to complete. One was "Buried Alive in the Blues" by her friend Nick Gravenites. Sample verse: "All caught up in a landslide, bad luck pressing in from all sides/ Got buckled off of my easy ride, buried alive in the blues." For pop singers, the alternative to a hit is oblivion. Janis Joplin had big hopes for "Buried Alive."

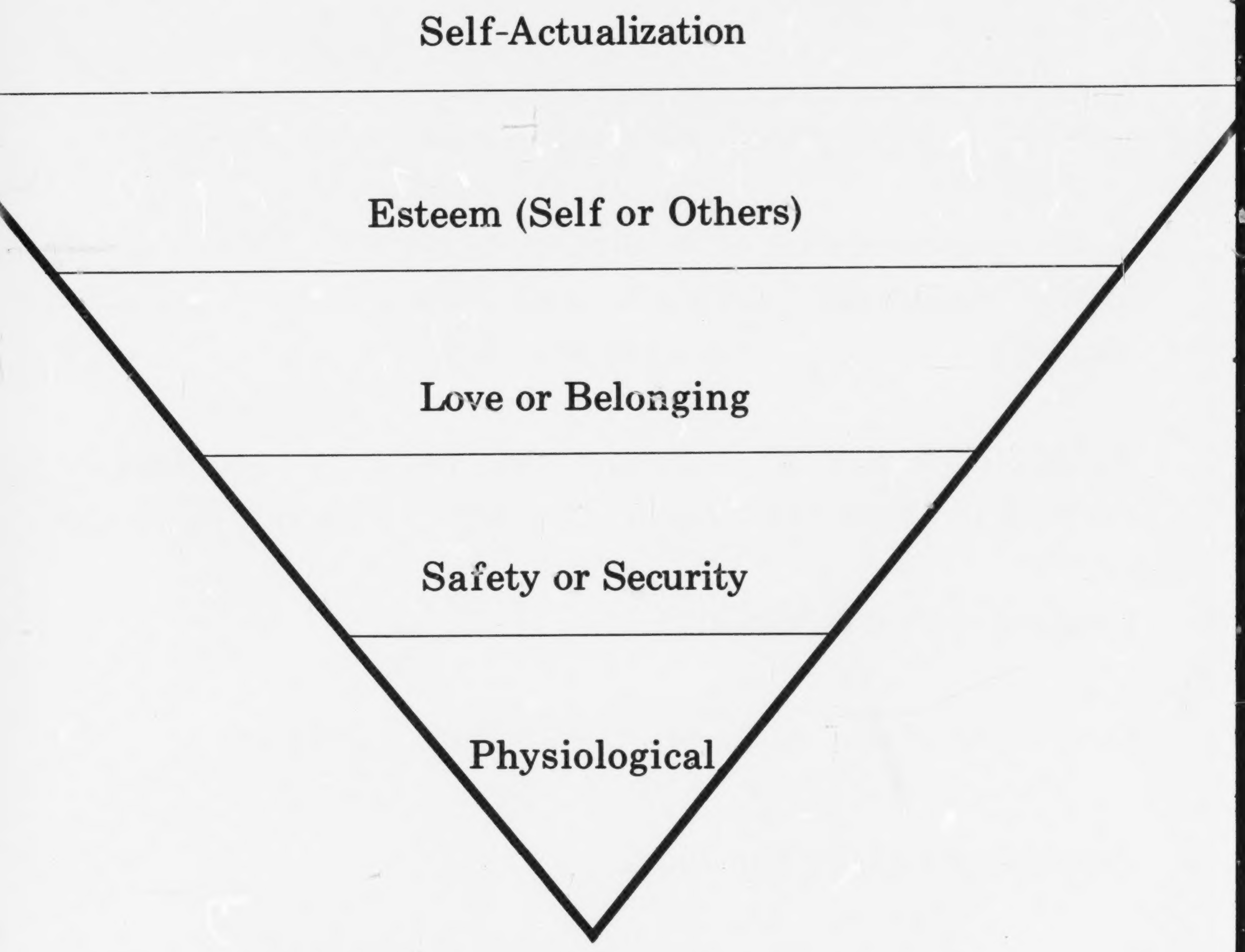
(TIME, October 19, 1970)

TRANSPARENCY MASTERS



CAUSES → **BEHAVIOR** → CONSEQUENCES

MF + R + IPS → BEHAVIOR → IMMEDIATE REMOTE


Self-Actualization
Esteem (Self or Others)
Love or Belonging
Safety or Security
Physiological

MASLOW'S BASIC NEEDS HIERARCHY

Tasks of Living

1. Achieving a measure of self-respect
own right, recognized as a significa

2. Achieving a feeling of belonging - th
of acceptance by individuals signific
mutually satisfying social interact

3. Achieving a measure of emotional s
control over or protection from the

4. Dealing with sex feelings

5. Dealing with the demands for activit

6. Satisfying hunger for food

iving

easure of self-respect - being a person in one's
ognized as a significant person

eling of belonging - through achieving a measure
by individuals significant to the individual,with
isfying social interaction

easure of emotional security - feeling he has
r protection from the things that hurt him

ex feelings

he demands for activity and rest

ger for food

Patterns of Drug Behavior

1. EXPERIMENTAL
2. SOCIAL
3. EPISODIC ABUSE
4. HABITUAL USE
5. COMPULSIVE USE
6. OTHER

Drug Legislation Chart

(In Ohio courts the judge may suspend and place on probation a drug dependent or potentially drug dependent person if he follows court directive for rehabilitation, except in cases where probation is specifically denied by law.)

(In Federal courts, a first offender of controlled substance possession may be put on probation. If he fulfills the probation terms, the court may dismiss the proceedings against him and shall erase the case from all official public records.)

NAME OF DRUG	**FEDERAL LEGISLATION** (Comprehensive Drug Abuse Prevention and Control Act of 1970, Effective October 27, 1970)	**OHIO LEGISLATION** (Revised Code as amended June 15, 1970 Effective September 16, 1970)
NARCOTICS: Opiates Opium Heroin Morphine	POSSESSION (Sec. 404): First offense: up to 1 year and $5,000 Subsequent: Up to 2 years and $10,000 Narcotic Addict Rehabilitation Act – 1966 Commitment rather than imprisonment is allowed	3719.09 POSSESSION of Opiates: First offense: 2-15 years and up to $10,000 Second offense: 5-20 years and up to $10,000 Subsequent: 10-30 years and up to $10,000
Cocaine	POSSESSION FOR SALE or Sale (Sec. 401) First offense: up to 15 years and $25,000 plus 3 years of parole* Subsequent: up to 30 years and $50,000 plus 6 years'probation* SALE TO MINOR (Sec. 405) First offense: Up to twice penalties and parole of regular first offense sale penalties noted above Subsequent: up to three times penalties and parole of regular subsequent offense penalties noted above.	3719.16 POSSESSION of Cocaine First offense: 2-5 years and up to $10,000 Second offense: 5-10 years and up to $10,000 Subsequent: 10-20 years and up to $20,000 3719.16 (A) POSSESSION for Sale First offense: 10-12 years Second offense: 10-30 years Subsequent: 20-40 years 3719.20 (B): SALE – 20-40 years SALE TO MINOR 3719.20 (D): 30 years to life No probation on second offense.
DANGEROUS DRUGS	POSSESSION without prescription (Sec. 404) First offense: up to 1 year and $5,000 Subsequent: up to 2 years and $10,000 SALE (Sec. 401) First offense: up to 5 years and $15,000	4729.51 (C) POSSESSION (without a prescription) or SALE First offense: up to 1 year and $1,000 Subsequent: 1-10 years and $1,000

Cocaine	POSSESSION FOR SALE or Sale (Sec. 401) First offense: up to 15 years and $25,000 plus 3 years of parole* Subsequent: up to 30 years and $50,000 plus 6 years'probation* SALE TO MINOR (Sec. 405) First offense: Up to twice penalties and parole of regular first offense sale penalties noted above Subsequent: up to three times penalties and parole of regular subsequent offense penalties noted above.	3719.16 POSSESSION of Cocaine First offense: 2-5 years and up to $10,000 Second offense: 5-10 years and up to $10,000 Subsequent: 10-20 years and up to $20,000 3719.16 (A) POSSESSION for Sale First offense: 10-12 years Second offense: 10-30 years Subsequent: 20-40 years 3719.20 (B): SALE – 20-40 years SALE TO MINOR 3719.20 (D): 30 years to life No probation on second offense.
DANGEROUS DRUGS	POSSESSION without prescription (Sec. 404) First offense: up to 1 year and $5,000 Subsequent: up to 2 years and $10,000 SALE (Sec. 401) First offense: up to 5 years and $15,000 and parole term of 2 years* Subsequent: up to 10 years and $30,000 plus parole term of 4 years* SALE TO MINOR (Sec. 405) First offense: twice regular first offense sale penalties Subsequent: three times regular subsequent offense penalties	4729.51 (C) POSSESSION (without a prescription) or SALE First offense: up to 1 year and $1,000 Subsequent: 1-10 years and $1,000
HALLUCINATORY DRUGS LSD, Mescaline, Psilocybin	SAME AS DANGEROUS DRUGS	3719.41 POSSESSION-same as dangerous drugs 3719.42 and 3719.99 (C) Manufacture or Sale First offense: 2-15 years and up to $10,000 Second offense: 5-20 years and up to $10,000 Subsequent: 10-30 years
MARIJUANA	SAME AS DANGEROUS DRUGS Distribution of small amounts for no remuneration may be treated the same as possession.	SAME AS HALLUCINATORY DRUGS
ALCOHOL	Federal government controls manufacture and sale for tax purposes and interstate transport.	Purchase of above 3.2% alcohol by person 18-21; up to 6 months and $300 Purchase by person under 18: $50
TOBACCO	Federal controls similar to alcohol, primarily through taxation.	Sale to person under 18 years: up to 30 days and $100

*If parole is violated, original term of imprisonment shall be increased by the special parole terms with no credit for time spent on special parole.

ALTERNATIVES TO DRUGS

by Dr. Allan Cohen *

Level of Experience	Corresponding Motives (Examples
Physical	Desire for physical satisfaction; relaxation; relief from sickness; for more energy; maintainance of dependency.
Sensory	Desire to stimulate sight, sound, taste; need for sensual-sexual sti tion; desire to magnify sensorium
Emotional	Relief from psychological pain; at to solve personal perplexities; rel from bad mood; escape from anxi sire for emotional insight; liberat feeling; emotional relaxation.
Interpersonal	To gain peer acceptance; to break through interpersonal barriers; to "communicate," especially non-ve defiance of authority figures; cem person relationships; relaxation o personal inhibition; solve interper hangups.
Social (Including Socio-Cultural & Environmental)	To promote social change; to find identifiable subculture; to tune out intolerable environmental conditio poverty; changing awareness of th "masses."

By permission of the author

* From "The Journey Beyond Trips: Alternatives to Drugs," Journal of

ALTERNATIVES TO DRUGS
by Dr. Allan Cohen *

Corresponding Motives (Examples)	Possible Alternatives
Desire for physical satisfaction; physical relaxation; relief from sickness; desire for more energy; maintainance of physical dependency.	Athletics; dance; exercise; hiking; diet; health training; carpentry or outdoor work.
Desire to stimulate sight, sound, touch, taste; need for sensual-sexual stimulation; desire to magnify sensorium.	Sensory awareness training; sky diving; experiencing sensory beauty of nature.
Relief from psychological pain; attempt to solve personal perplexities; relief from bad mood; escape from anxiety; desire for emotional insight; liberation of feeling; emotional relaxation.	Competent individual counseling; well-run group therapy; instruction in psychology of personal development.
To gain peer acceptance; to break through interpersonal barriers; to "communicate," especially non-verbally; defiance of authority figures; cement two-person relationships; relaxation of interpersonal inhibition; solve interpersonal hangups.	Expertly managed sensitivity and encounter groups; well-run group therapy; instruction in social customs; confidence training; social-interpersonal counseling; emphasis on assisting others in distress via education; marriage.
To promote social change; to find identifiable subculture; to tune out intolerable environmental conditions, e.g., poverty; changing awareness of the "masses."	Social service; community action in positive social change; helping the poor, aged infirm, young tutoring handicapped; ecology action.

ips: Alternatives to Drugs," Journal of Psychedelic Drugs, Vol. III, Spring 1971, p. 19.

Level of Experience	Corresponding Motives (Examples)
Political	To promote political change; to iden with anti-establishment subgroup; t change drug legislation; out of despe with the social-political order; to ga wealth or affluence of power.
Intellectual	To escape mental boredom; out of intellectual curiosity; to solve cogni problems; to gain new understanding the world of ideas; to study better; t research one's own awareness; for
Creative-Asethetic	To improve creativity in the arts; t enhance enjoyment of art already pr duced, e.g., music; to enjoy imagi tive mental productions.
Philosophical	To discover meaningful values; to g the nature of the universe; to find m in life; to help establish personal id to organize a belief structure.

Corresponding Motives (Examples)	Possible Alternatives
To promote political change; to identify with anti-establishment subgroup; to change drug legislation; out of desperation with the social-political order; to gain wealth or affluence of power.	Political service; political action; non-partisan projects such as ecological lobbying; field work with politicians and public officials.
To escape mental boredom; out of intellectual curiosity; to solve cognitive problems; to gain new understanding in the world of ideas; to study better; to research one's own awareness; for science.	Intellectual excietment through reading, through discussion; creative games and puzzles; self-hypnosis; training in concentration; synectics-training in intellectual breakthroughs; memory training.
To improve creativity in the arts; to enhance enjoyment of art already produced, e.g., music; to enjoy imaginative mental productions.	Non-graded instruction in producing and/or appreciating art, music, drama, crafts, handiwork, cooking, sewing, gardening, writing, singing, etc.
To discover meaningful values; to grasp the nature of the universe; to find meaning in life; to help establish personal identity; to organize a belief structure.	Discussions, seminars, courses in the meaning of life; study of ethics, morality, the nature of reality; relevant philosophical literature; guided exploration of value systems.

Level of Experience	Corresponding Motives (E
Spiritual-Mystical	To transcend orthodox rel spiritual insights; to reac of consciousness; to have to communicate with God; practices; to get a spiritu attain enlightenment; to at powers.
Miscellaneous	Adventure, risk, drama, unexpressed motives; pro general attitudes, etc.

Corresponding Motives (Examples)	Possible Alternatives
To transcend orthodox religion; to develop spiritual insights; to reach higher levels of consciousness; to have Divine Visions; to communicate with God; to augment yogic practices; to get a spiritual shortcut; to attain enlightenment; to attain spiritual powers.	Exposure to non-chemical methods of spiritual development; study of world religions; introduction to applied mysticism, meditation; yogic techniques.
Adventure, risk, drama, "kicks," unexpressed motives, pro-drug general attitudes, etc.	"Outward Bound" survival training combinations of alternatives above; pronaturalness attitudes; brain-wave training; meaningful employment, etc.

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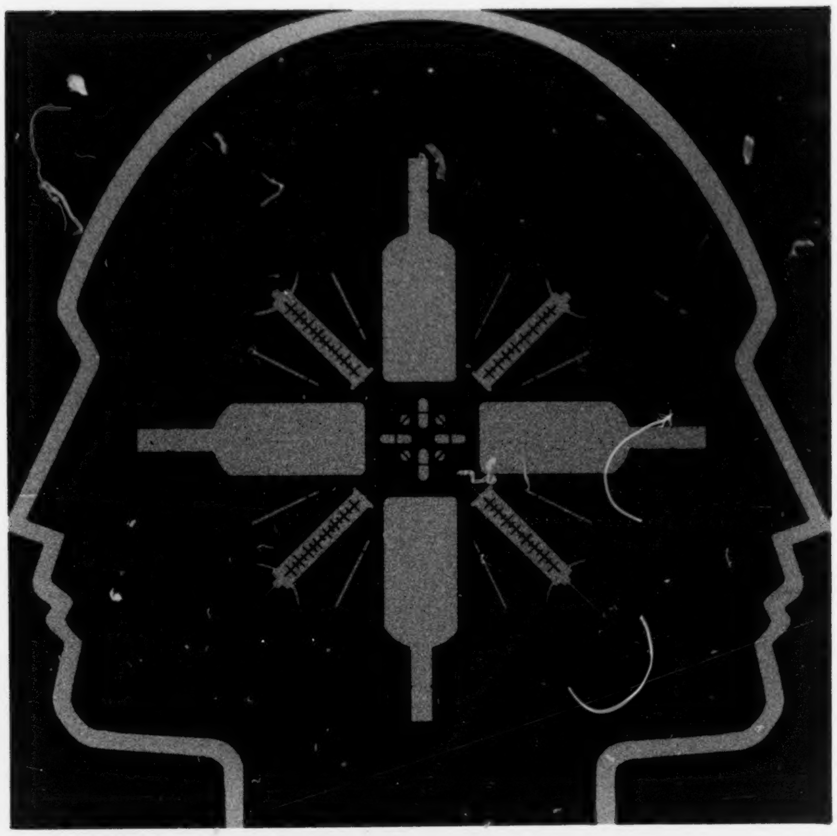
HUMAN-PERSONS AND THE USE OF PSYCHOACTIVE AGENTS

STUDENT RAP SHEETS



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A DRUG EDUCATION CURRICULUM FOR MODERN YOUTH

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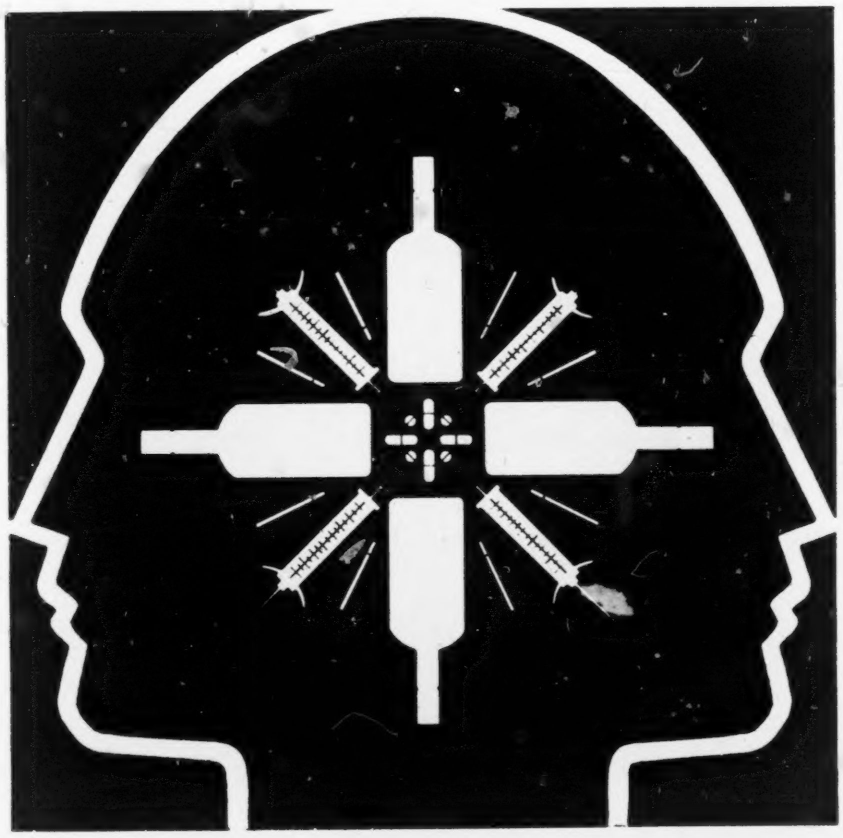

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This program is developed through the use of selected RAP sheets and informational materials. As we attempt to cooperatively seek solutions to very real and pressing human problems, the focus is on human interaction.

The information materials are to be used only to provide information which may be needed for intelligent dialogue and problem-solving activity. The teacher will introduce the various methods which will be used to facilitate the RAP which should accompany each selected activity.

RAP ON!

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UNIT I

INTRODUCTION

CONTENTS

Student RAP Sheets

A. ABOUT THE PROBLEM
B. AN EXAMINATION OF BEHAVIOR
C. WHAT IS ALL THE FUSS ABOUT?
D. A GLANCE OVER OUR SHOULDER
E. FACETS OF THE PROBLEM

ABOUT THE PROBLEM

The range of student knowledge about the different drugs which are commonly abused and the effects of these drugs is quite extensive. Some students know practically nothing, although they may have heard others speak of "uppers", "downers", "bennies", "red devils", and "yellow jackets." Other students may not only be aware of what these drugs are and their effects, but be occasional or even heavy users.

In preparation for a discussion in your class in which the teacher will primarily listen rather than talk, using the table below write in the names of some of the drugs you know and their effects. Respond to the section in which you are asked to relate how you feel about drug use and abuse.

Drug	Possible Effects

Drug	Possible Effects

How I Feel About the Use and Abuse of Drugs

____

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Use of a drug does not necessarily mean that the drug will be abused. Numerous considerations are involved, some of which will be explored in this course of study. However, it cannot be denied that there are instances where both adults and youth have gotten themselves messed up because of their use of certain drugs. Often in the examination of drug abuse the two most commonly abused drugs are left out - alcohol and tobacco.

You may wish to discuss cases showing what can occur if the use of psychoactive agents becomes, not developmental, but personally destructive.

* * *

One of the abuses of drugs relates to the use of the agent prior to some activity which requires acute physical, mental, sensory, and emotional performance. The results of drinking immediately prior to or during driving can be disastrous. For example, government reports indicate that an increasingly large number of deaths on the highway can be attributed to the explosive combination of drinking and driving.

Some TV commercials have attempted to make viewers aware that motor-perceptual ability can be significantly impaired if certain drugs are taken prior to driving. Numerous cold and pain remedies caution one not to drive after taking them.

The Federal Aviation Agency and the Association of Private Pilots are expressing increased concern about the dangers of drug consumption (e. g., alcohol and certain stimulants) to an increasingly large number of air travelers as well as to the pilots themselves.

Quite often the statistics on highway or airway accidents resulting from abusive use of drugs and other substances have little effect on our own behavior. While it is probably true that ....

1) most of us do not want to hurt ourselves or others through the use of drugs

2) most of us would not want to be injured or killed as the result of someone else's mistake caused by "driving under the influence of ....," and

3) most of us do not want to increase the risk of our dying of lung cancer or some other fatal disease

.... we seldom see our own behavior as contributing to the death or personal destruction of either ourselves or others.

The problem is complex. It involves not only drugs, but people - individually and as members of various social and cultural groups. Some of the questions young people have raised include the following:

Why do some people use drugs if they cause harm?

Are the effects of drugs as bad as people say?

What are the physiological effects of the different drugs? What do they do to the body? The nervous system?

Does smoking marijuana really hurt a person?

What would happen if I just tried a particular drug?

Should I smoke or drink to go along with the crowd even if I don't want to?

If other kids do it and seem to get along okay, why can't I?

If adults smoke tobacco and drink alcohol, why can't I?

AN EXAMINATION OF BEHAVIOR

We begin the study of the use and abuse of psychoactive agents by considering what is being said about behavior in these areas. Are the writers or speakers looking for the causes of the behavior being discussed? To what extent do they suggest action based upon an understanding of the causes of the abusive behavior? Would the action they suggest contribute to the solution to the problems caused by abuse, or might the action suggested make things worse? These are all significant questions to ask as we individually and/or as a class examine audio-visual aids, newspaper articles, and other resources.

On the following page is a form to use in your analysis of several articles you have found.

Keep these analyses. They may be of help either in further analyzing human behavior or in searching for important information in the area as our study progresses.

You may wish to work with other members of your class in developing bulletin board displays using the newspaper and magazine articles you have found.

Resource Analysis

Name of the resource

Source:

Behavior discussed:

What causes of the behavior were given, if any?

What consequences, immediate or remote, did they suggest would result from the behavior?

What action was recommended?

Do you think the action recommended was appropriate? Why?

Significant material in the article that I might want to remember:

RAP I-C

WHAT IS ALL THE FUSS ABOUT?

Told they were to begin a study of drug alcohol and tobacco abuse, one class responded,"Oh no! Not that stuff again!" It seems as if teenagers in particular are constantly being told, "Don't touch!" Some researchers are even saying that all of this drug information and propaganda is doing as much to create the problem as it is to help solve it.

Have you wondered why so much attention is being given to this problem lately? Have you noticed your parents in deep thought or perhaps taking quick glances toward you when someone either in conversation or on television mentions "the drug problem"? Have you wondered why almost every political candidate, local or national, has something to say about the drug problem and often suggests that if he is elected he will certainly "do something about it"?

Our concern is human behavior. As we begin to examine some of the dynamics of drug, alcohol, and tobacco abuse, we might first search for some of the reasons for the current fuss in reaction to drug abuse. What are teachers, parents, and community leaders saying and doing? Why are people reacting as they are in response to the publicity and attention given to drug abuse? What could be some of the possible causes or motivating forces behind their behavior?

List below on the right some of the responses or behaviors in reaction to the drug problem. To the left write what you think could be the reasons for or causes of each behavior. Try to think of at least three different reasons for each:

Possible Causes　　　　　　　　　　Behavior

1. ______________________________

2. ______________________________　　　　__________________________

3. ______________________________

Possible Causes　　　　　　　　　　Behavior

1. ______________________________

2. ______________________________　　　　__________________________

3. ______________________________

Possible Causes　　　　　　　　　　Behavior

1. ______________________________

2. ______________________________　　　　__________________________

3. ______________________________

Possible Causes　　　　　　　　　　Behavior

1. ______________________________

2. ______________________________　　　　__________________________

3. ______________________________

Now look at each of the causes for each of the behaviors you noted and circle the one you think most probable.

In groups of four to six, discuss the behaviors and their probable causes. Perhaps each group could take two of the behaviors introduced by members of their group and suggest to the class possible causes of these behaviors. Dig deep! Don't be satisfied with superficial answers as to the causes.

Possible questions for group discussion:

1) Why is everyone so upset about drug use, but not the use of alcohol or tobacco?

2) Why do some parents get quite "hung up" over drug use?

3) Why do the news media emphasize the problem?

4) Why do political candidates emphasize the problem?

5) Why are many students so "hung up" over questions about use of psychoactive agents (drugs, alcohol, tobacco)?

The PTA Seminar (Role Play)

Dear Parents:

You are invited to attend a local PTA meeting which will deal primarily with the drug problem in Jack-Kaye High School. A panel presentation will be followed by a general question-and-answer session and discussion of what should be done.

The meeting will begin at 7:30 p.m. this Tuesday evening in the high school cafeteria.

Participants:

John Law: a local policeman who has been handling drug abuse cases referred to him lately

Sally Service: a young social worker who recently graduated from a midwestern university and has been in the community for the past six months

Ed Lesson: a middle-aged high school health teacher

Lavinia Right: a local parent disturbed by rampant drug use in the high school, mother of two boys and a girl

Congressman Fence: local state representative who plans to introduce a bill on the drug problem at the next legislature

Chairman of the panel: an administrator who will moderate the panel discussion

Parents: in the audience to interact with panel

After role playing, examine closely the causes which might best explain the reasons for the various behaviors explored in the role playing situation.

Joan (Role Play)

Joan's parents are quite concerned about her behavior lately. Until this last year she did satisfactory work in school, although she is no "brain." During junior high she became increasingly interested in boys and by high school had dated regularly. She is now a high school sophomore. Lately she has been dating a boy her parents do not like, partly because he is older than she and partly because they just don't like his looks. For the past month, she has been coming home late from her dates at 1:30 a.m. On this occasion she finds her parents waiting for her. She enters the house....

Instructions: Create your assigned character as you like, perhaps writing some things about the character you plan to play.

Characters:

Joan: 16-year-old sophomore who has been dating John, an 18-year-old senior. She has two older sisters.

Mary: Joan's mother, about 48 years old.

Jack: Joan's father, 50 years of age.

RAP I-D

A GLANCE OVER OUR SHOULDER

Is the cry of concern about drug abuse an echo from cries of concern heard in the past? Do we find the problem of greater concern today simply because the echo has been electronically amplified through radio, television, and other mass communication media? A brief examination of the problems of drug abuse in the previous history of man could help us place current concern in the proper perspective. Such an examination may help provide additional insight into some of the causes of and reasons for current concern and the direction it is taking.

The film *The Flowers of Darkness*, Part I of *The Distant Drummer*, briefly describes the history and background of drug abuse as it has crossed cultural and national boundaries. If the film is unavailable, examine current books and articles which relate the history of drug abuse. One of the most extensive authoritative treatments of the topic is presented by Dr. Blum in his book *Society and Drugs*. Your teacher may have other articles available.

Perhaps some of your class members with artistic abilities could begin to develop a drug *frieze* or *scenario* tracing the development of drug abuse through history.

As you examine the history of drug abuse, however, do not be satisfied with simply what the people did, but look for causes of their behavior.

1. Why might a ruler declare the practice illegal and forbid it?
2. Why might his proclamation be ignored?
3. What possible needs were the lower classes fulfilling in the use of drugs, alcohol,and tobacco?
4. What possible needs were the upper classes fulfilling in the use of drugs, alcohol, and tobacco?
5. With the rise of the middle class, did this group tend to abuse drugs, alcohol, or tobacco? Why or why not?

After analyzing some of the historical facts, keep in mind the questions about past behavior raised in this study. Ask yourself the question: In what ways are the situations and the people involved now similar to those of the past? In what ways different? Then begin searching for some of the answers.

Are Drugs an Invention of the 20th Century?

Zarin E. Randeria, July 1970

It is difficult to get factual information on the history of drugs because there are so few historical studies on the subject. Very little was written about the psychoactive drugs until almost the nineteenth century - either by those who had tried the drugs themselves or by those who had observed others using them.

This paper will address itself to questions like these: How did some people start taking drugs? Did they have any motives for taking drugs? When and where did drug taking start? Where did it spread? How did individuals and society react to the use of drugs in the past? How do they react now?

People could have discovered and used drugs without being aware of what drugs and their effects actually are. An early user might have accidentally discovered a fermented product or sniffed and tested active substances. A case in history could be the Scythians and cannabis smoke (marijuana). A recent occurrence of accidentally discovering a psychoactive substance is that of Dr. Hoffman in Basle, who in casual testing discovered the effects of LSD-25.

Over the centuries, people have been seeking and offering drugs for various reasons. Some of the motives, as pointed out by Blum, center around "health, relief of pain, security, mystical revelations, eternal life, the approval of the gods, relaxation, joy, sexuality, restraint, blunting of the senses, escape, ecstasy, stimulation, freedom from fatigue, sleep, fertility, the approval of others, enjoyment of others, value enhancement, and one's own or another's death."[1]

According to archaeological findings, a psychoactive substance - which we now know as alcohol - was used in several forms in prehistoric times. Scholars are not certain about the date of its discovery, but it is certain that Egyptian farmers knew how to ferment beer and wine and that all Southwest Asian cultures had beer as a liquid staple. One of the archaeological evidences of this is Hammurabi's laws, a written document which set down how much and what kind of beer workmen on different jobs were to receive. Certain South American Indian cultures also used beer as food until missionaries stopped this consumption. The results were dietary deficiency and increased illness.

Similarly, archaeological evidence from Cyprus, Crete, and Greece indicates that other psychoactive drugs such as opium were known and probably used about 2000 B.C. Egyptians may have been using opium medically earlier than 1500 B.C., and later Assyrian texts have described its cultivation. The earliest acceptable archaeological evidence of cannabis (marijuana) in early Central European cultures appears to be in 430 B.C., whereas fly agaric was used in a highly sophisticated manner 3500 years ago by the Indo-Europeans. Evidence of tobacco smoking among South American Indians goes far back as 200 A.D.

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[1] Blum, Richard H., and Associates. Society and Drugs. Drugs I. San Francisco, California: Jossey-Bass, Inc., 1969, p. 8.

Research indicates that people may have experimented with various drugs in the past without much knowledge about their effects. For example, opium's potential for producing physical dependency and the problems faced after consuming a hallucinogen like fly agaric were unknown until the nineteenth century. On the other hand, undesirable effects of cannabis were reported as far back as the Crusades.

A person may take drugs with the intention of having certain pleasurable outcomes. In actual reality, however, the effects he experiences may be quite different from those he anticipates. For example, after observing adults smoking and drinking alcohol, some young people may conclude that these experiences are fun. Yet when these same young people try smoking or drinking alcohol for the first time, they may find the effects unpleasant. Some of the immediate effects of a strong cigarette or an alcoholic drink could be dizziness, a fuzzy head, a queasy stomach, an unpleasant taste in the mouth, or a choking sensation in the throat.

Continuous use of any drug may lead to both short- and long-term effects, as is the case with smoking. Some people smoke tobacco for a short-term effect like relieving tension, but the long-term effect could be lung cancer. The short- and long-term effects of certain drugs are varied, and very few people who take drugs are really aware of all of the immediate and remote consequences of their behavior.

For example, a patient may be given a sedative, a tranquilizer, or some drug to relieve pain. The patient very often has no choice or knowledge of what that drug is. He may have discomfort when he stops using the drug because his body has become dependent on it. To relieve the discomfort, he may continue to use either the same drug or something stronger. Such continued use of a drug could eventually make him an addict. Some individuals have become dependent on drugs without any intention or without any psychological need to escape reality or to reduce anxiety. For example, according to Jellinek,[2] a French child who drinks wine regularly from age four or five - because his parents think the water is unsafe to drink - may discover after fifteen years or so that he is an alcoholic.

Some individuals sometimes are aware of potentially disastrous outcomes from the use of certain drugs. However, they may feel such a strong need for a certain drug that they are not able to control the need, or to find an alternative to satisfy the desire. They may choose to consciously or unconsciously ignore their knowledge because of the immediate pleasurable outcomes. This may be the case with a hallucinogen like LSD.

In any society, the opportunities for drug use could depend on how easily drugs may be obtained and the prevailing attitude toward specific drugs. For some people, drugs could provide opportunities for social mobility, for travel, and for ways to escape from institutional restraints, to express individuality, and to put together knowledge about individuals with different backgrounds and outlooks. In a complex and technological society, there would be great variety among the drugs used and a variety of views about drug behavior. This could result in differing attitudes among the people on the use of drugs. Some might consider the notion of drug abuse as "bad people doing bad things," whereas others might be concerned about drug abuse from the viewpoint of the causes of drug abuse and the ultimate consequences of taking drugs on the individual's health and welfare. Though a society may know or be aware of the deleterious, or harmful, effects of certain drugs, it may not be concerned. For example, abuse of drugs among the lower classes in any society seldom creates substantial alarm.

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[2] Jellinek, E. M. The Disease Concept of Alcoholism. New Haven, Connecticut: Hillhouse, 1960.

Any culture may consider the use of a certain drug to be an "abuse," even though no ill effects from its use have been demonstrated. For example, seventeenth-century rulers in the Moslem Eastern Mediterranean region forbade the drinking of coffee, and the death penalty was imposed for owning or visiting a coffee house. The reason for forbidding the use of coffee was not because of knowledge of the content of caffeine, but political--to avoid the hatching of political plots against the established political and religious authority. Similarly, reactions against tobacco in Germany, Persia, Russia, and Turkey were just as severe, and they occurred before any medical evidence was known about the relation of heart disease and lung cancer to smoking.

In some countries, the outcry against a certain drug, or even an edict banning the consumption of the drug, may be due to the effects of using the drug on the national economy rather than to the effects on the individual user. In the case of tobacco, King James of England in 1604 raged against its use because he felt it was a filthy habit which Englishmen had adopted from "savages" - the American Indians. Later, however, the English spent over 300,000 pounds sterling to satisfy their need to smoke. Another example of a similar nature is that of opium in China. Initially, the Chinese government's protest about the wide use of opium in China was partly because of the drain of silver from the empire and partly because the Chinese came in contact with the "barbarians" who brought opium to their country - that is, the English, Dutch, and Portuguese merchants. These Europeans obtained their supply of opium from India and sold it to the Chinese. The widespread notion that opium originated in China is not true.

On the other hand, early Egyptian manuscripts, classical Greek and Roman texts, and later Turkish and Persian reports indicate that there were governmental reactions to specific disabling effects of drugs. In each of the lands, at one time or another, efforts were made to control the availability and consumption of drugs. These efforts were aimed at reducing drunkenness and crimes against drunken persons. There was also concern about the effects of drugs and how they could affect the person's ability to participate as a productive member of the society. For example, drunk soldiers on a battlefield could cause an army to lose a battle.

It is important to note that most of the mind-altering drugs may be viewed differently in various countries. What one country considers a beverage another country may consider a drug. Similarly, one country's drug may be another country's medication.

All geographical areas of the world, however, have experienced the abuse of some mind-altering drug, creating for all nations a variety of health and social problems related to drug use and abuse.

4. As the result of an increasingly large number of distressful conditions of living--ranging from the fear, despair, and depression of the inner city to the fear, insecurity, and anxiety of the executive business world--adjusting to the situation by means of psychoactive agents (drugs, alcohol, tobacco) rather than changing the situation is becoming increasingly attractive for many.
5. In an attempt to escape from personal distress ranging from boredom to fear, psychoactive agents are being used to the detriment of both the individuals involved and the society of which they are a part. While the point at which use ends and abuse begins is not well defined, it cannot be denied abuse has occurred.
6. Important questions include:

   Can an individual learn to intelligently use drugs and related substances?

   What are the best ways to approach the problems we face in daily living?

   How can I best reach the goals which I have established for my life?

You may want to discuss each of the facets of the problem introduced above.

When you began this study, you may have formed small groups to determine some of the things you want to know about when this study is completed. Did you make a list of personal questions you want answered? If you have made

FACETS OF THE PROBLEM

Perhaps as you have examined the articles used in the analyses of behavior, you have become increasingly aware of the complexity of the drug abuse problem. Perhaps you now have concerns--concerns which you share with a number of others.

Let us examine some facets of the problem in order to find reasons for your concern and to involve you in solutions to some of the problems raised.

For example:

1. Science has made numerous discoveries of chemicals which when taken into the body, offer relief from pain, discomfort, and disease.
2. As a result of these discoveries, we have increasingly turned to drugs for relief from pain, discomfort, disease, and distress. When we have an upset stomach,we reach for an alkalizer.
3. Mass media, particularly television, has been most effective in convincing the general population that when one has a problem, all he has to do is reach for a pill. Even in the discussion of the problem of tension, advertisers seldom, if ever, discuss changing the environment or the situation which is causing the distress. From watching commercials one would conclude that the best way to relieve tension is to take a pill rather than solve the problem causing the tension.

both the class and your teacher aware of some of these questions and concerns, you have been cooperating in the development of the objectives of your study.

With the introductory background you have received, could you become even more specific about the outcomes you desire? In a class or preferably in small groups, look at your earlier concerns and questions and see if you can revise, change, or add to them.

What areas of knowledge can give you some of the answers to your questions? Where and to whom can you go? What kinds of activities can give you some of the needed knowledge, attitudes, and skills? List some of these and give them to your teacher. Keep a copy for yourself. Consider the following:

What do I need to know about drugs?

What do I need to know about people and why they do what they do?

What do I need to know about myself and my values?

STUDENT FEEDBACK

TO THE STUDENT: You are participating in a program currently being developed through the cooperation of your school system, the Ohio State Department of Education, and the Educational Research Council of America. Your thoughts about the program will help in program development.

After listening to the special instructions to be given you by your teacher, please fill out the following:

I. Please rate the following by circling the appropriate number:

1. The curriculum materials used for Unit I:

too difficult					too easy	
1	2	3	4	5	6	7
dull					interesting	
1	2	3	4	5	6	7
informative					uninformative	
1	2	3	4	5	6	7
confusing					clear	
1	2	3	4	5	6	7

2. The methods used to teach the material:

appropriate					inappropriate	
1	2	3	4	5	6	7

disorganized					well organized	
1	2	3	4	5	6	7
helpful					not helpful	
1	2	3	4	5	6	7
unenjoyable					enjoyable	
1	2	3	4	5	6	7

II. If you had been teaching this first unit, what materials or methods would you have used?

Other comments:

UNIT II

ABOUT PEOPLE

CONTENT

Student RAP Sheets

A. UNDERSTANDING HUMAN BEHAVIOR
B. MOTIVATING FORCES
C. CASE STUDY
D. THE BEHAVIOR EQUATION
E. HUMAN MOTIVATION AND DRUG ABUSE
F. A BRIEF LOOK INSIDE
G. SELF AWARENESS EXERCISE
H. PERSONAL RESOURCES - THE BASIS FOR INDIVIDUAL DIFFERENCES
I. THE EFFECTS OF EXPERIENCE
J. STRAIGHT FROM THE HORSE'S MOUTH
K. FRUSTRATION
L. RISK-TAKING BEHAVIOR
M. WHAT DIFFERENCE DOES IT MAKE ?

UNDERSTANDING HUMAN BEHAVIOR

One of the most important things about you is that you are a person! A human person, with human needs, wants, and capacities for growth. What can be said of you can with no less vigor be said about the person who because of certain reasons, experiences, and opportunities or the lack of opportunities may be currently abusing drugs.

As Shylock, the merchant of Venice, a despised member of his society, stated: "If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? and if you wrong us, shall we not revenge?" In this monologue from a very old play we are made aware that there are certain things common to man across historical, geographical, and cultural boundaries. The American businessman, the Arab looking across the river and the Israeli who returns his glance, the school student council leader, and the teenager lost in the dark of the metropolitan jungle all share basic human needs and desires.

Psychologists and others have expended enormous amounts of time and energy to examine those needs and wants held in common by all human beings. The search for the answer to the question "Why do people do what they do?" has led to numerous experiments with both animals and human beings. Not only are psychologists and others interested in the ways in which man is alike in human needs, but researchers have searched for reasons to explain individual differences. Why is it people share common needs or motivations, yet often go about satisfying those needs or motivations in different ways? This question has a great deal to do with the study of human learning.

Behavior can be thought of as the result of various combinations of motivating forces, individual personal resources, and immediate physical settings.

MOTIVATING FORCES

Why do people do what they do? What are the causes of human behavior? Divide into groups and try to develop your ideas as to the basic motivating forces underlying human behavior. Perhaps these incidents will suggest what some of these are:

1. A boy feels angry when dropped from the basketball team.
2. A man is slowly starving to death in a concentration camp.
3. A child cries after discovering he is lost in a department store.
4. A girl is lonesome because her parents spend much time away from home, leaving her to fend for herself.
5. A man takes pleasure and pride in designing interesting homes.

Perhaps you can examine some psychology books or articles that discuss the concept of motivation. Maslow's paper "A Theory of Motivation" offers one framework for approaching motivational systems.

Examination of Common Motivating Forces

Summarized on the following pages are three ways to approach the concept of motivating forces. None is exclusive, and all three are complementary; that is, each helps to better understand the other. The first and most extensive is based upon Maslow's hierarchy of needs. The second centers upon Havighurst's developmental tasks, with the relationship of these tasks to Maslow's hierarchy. The third is a brief, usable framwork which tends to include ideas expressed by both Havighurst and Maslow.

Maslow's Hierarchy of Human Needs

The needs that are the starting point for Maslow's examination of motivating forces are the physical or physiological needs.

As the child enters the world, he is primarily concerned with the satisfaction of his physical needs. The needs for food, elimination, and freedom from physical discomfort dominate his concern.

As his physiological needs are met, there emerges a new set of needs, which may be categorized roughly as the need for safety from external dangers. It is not that the physiological needs cease to exist, but, having these regularly satisfied, the child can develop awareness to the next level of human need. When infants are dropped suddenly or startled by loud noises, they react as if they are in danger. Rough handling or general loss of support by the mother's arms could cause the child to become excessively concerned with this need.

Quarreling, physical attacks, separation, divorce, or death within the family may be particularly terrifying to a child. Excessive clinging to one's parents and refusing to explore the world or people around him could be evidence of the child's becoming excessively concerned with his need for safety, to the neglect of other, higher levels of motivation.

The next level of human need after adequate continuing satisfaction of the physical and safety needs is *the love need*. The child sees people as valuable not only for their ability to fulfill his physical or safety needs, but for their ability to fulfill his emotional need for love and affection. In our society the failure to adequately satisfy the need for love and affection through meaningful interpersonal relations is the most commonly found core for maladjustment and psychological problems. Often overlooked is the fact that the love need involves both the need to *give* and *receive* love. The central role of parents in providing for the satisfaction of the physiological, safety, and love needs of the child is obvious.

With few exceptions, people in our society have the need to feel of value, to count for something. These may be called the needs for *esteem* - for a degree of self-respect and respect of others based upon real abilities and capacities for achievement.

There is a very close relationship between what we think of ourselves and what others think of us, beginning in the early stages of human development. While the relationship is not always one-to-one, what others who are important to us think of us has a lot to do with what we think of ourselves. After initial attitudes toward self are established, the two aspects of esteem tend to interact; that is, what one truly thinks of himself affects what others think of him and vice versa.

Even if all of the needs mentioned earlier are satisfied, we may still often expect that a new discontent or restlessness will soon develop unless the person is in a process of becoming more of what he can be. To be happy a man must be what he can be. This need for further development through interaction with his environment may be called the need for self-actualization. The clear emergence of this need rests upon the prior satisfaction of the physiological, safety, love, and esteem needs.

Maslow's hierarchy of needs, described above, views the satisfaction of the higher needs as being based upon the adequate satisfaction of the lower-level needs. One cannot progress to the next level, regardless of age, unless the preceding needs have been adequately (not necessarily totally) satisfied.

For example, the person who is extremely hungry will not be concerned about his safety if the need for food becomes strong enough. In the same manner, the person who does not feel safe cannot afford the time or energy to either give or receive affection. The unloved and unloving person seldom worries about what others think, and it is doubtful that any man could develop to full potential without an adequate degree of self-esteem.

Maslow's hierarchy of needs also includes these concepts:

1. As the individual moves from physiological needs to attempt to satisfy needs for self-actualization, he is gradually expanding his world, interacting with more and more of both his physical and social environment.

2. On occasion, when a person is desiring love, he may seek to obtain it through excessive achievement, in a sense trying to buy love. He may put up the front of being an aggressive, powerful, self-confident person, feeling

that this is the kind of person who will be loved.

3. If a person is regularly frustrated in his attempts to satisfy the higher levels of motivation, he may simply center upon the satisfaction of lower-level needs.

4. Human behavior is complex; therefore, more than one need may be operating in any single behavior.

The Relationship of Developmental Tasks to Motivating Forces

Every cultural group expects individuals of a given age to do the things they are capable of doing. When a person fails to accomplish these tasks within the period of time set aside by society, he often finds both self-esteem and acceptance by others more difficult to obtain.

These tasks for the adolescent and young adults, as identified by Havighurst, include:

1. Achieving new and more mature relations with age mates of both sexes
2. Achieving a masculine or a feminine social role
3. Accepting one's physique and using the body effectively
4. Achieving emotional independence of parents and adults
5. Achieving assurance of economic independence
6. Selecting and preparing for an occupation
7. Preparing for marriage and family life
8. Developing intellectual skills and concepts necessary for civic competence
9. Desiring and achieving socially responsible behavior
10. Acquiring a set of values and an ethical system as a guide to behavior

You may find yourself at various stages in the mastery of the tasks noted above. There may be considerable controversy over what abilities and skills are necessary for each of the tasks noted above, but within the culture of which the youth is a part, each demand remains a task to be completed. For example, there is current conflict between the older generation and some youth over such items as:

1. Which is the better preparation for marriage and family life, the ability to get a high-paying job or the ability to express love and affection?

2. How rigid or flexible should the description of the masculine or feminine role be? Does long hair make a man less masculine or short hair make a woman less feminine?

3. What is social responsibility? Is it better measured by the degree of enthusiasm for war or by the degree of concern for the welfare of all people?

4. What values are the right values - those of the older generation or those of the younger generation? Is it possible that there is a third set which could be found in both, yet not entirely in either one separately?

You may wish to discuss in groups or by means of other class activities the questions noted above and the tasks necessary for you to accomplish on the way to adulthood.

Tasks of Living

An alternative list of the tasks of living that each person faces includes:

1. Achieving a measure of self-respect - being a person in one's own right, recognized as a significant person, developing into one's potential, doing the very best one can with his abilities and talents
2. Achieving a feeling of belonging - through achieving a measure of acceptance by people significant to the individual with mutually satisfying social interaction
3. Achieving a measure of emotional security - a feeling that one has control over or protection from the things that hurt him
4. Dealing with sex feelings
5. Dealing with the demands for activity and rest
6. Satisfying hunger for food, thirst, and other tissue needs

In the preceding materials you have been introduced to three different conceptual frameworks with which you may approach human motivation. Each one is far from complete, and numerous other lists exist. However, you may wish to refer back to these lists, looking for the way in which they complement or expand each other as you continue to search, through observation and study, for answers to the questions "Why do people do what they do?" and "Why do I do what I do?"

CASE STUDY OF JOE

Joe's behavior has recently come to the attention of the school administration. A number of his teachers report that despite the fact that he is of above average intelligence and that he has previously been a good student, he now seems unconcerned and lacks any motivation to study or complete assigned work. He has failed American History and French for the third consecutive grading period.

He has become increasingly involved in political action groups, ecology movements, and the study of astrology and Near Eastern cultures. Since most of his classmates are not interested in these things, his attention has shifted from school peer groups to forces outside the school, such as the Student Mobilization Committee. He enjoys spending the weekends downtown with college age students.

Joe is sixteen years of age, six feet tall, and weighs about one hundred and sixty pounds. He is in reasonably good health.

Joe's parents are about forty-five to forty-eight years old, respected by the community. His father works for a local governmental agency and his mother is a teacher in a nearby elementary school. He had gotten along all right with his parents until this past year, when frictions began to develop with his father.

During the later portion of the previous year his interests began to shift to art and he decided he wanted to become an artist. Several times during the school year he faked illness at home so he could go to the basement and paint after his parents had left for work. His father did not approve or offer any encouragement in this new interest. Instead he berated his son for going into what he said was "an insecure field with limited opportunities for success and financial security."

Joe's parents went along with his long hair, clothes, and association with older young people for a while, until he took his mother with him to a rock concert where some of his friends smoked marijuana openly. Later, Joe's father found some marijuana in his room and despite Joe's saying that he had never smoked marijuana, he forebade him to continue his political activities and associations. He told his son that his activities might even cause his father to lose his job at the governmental agency.

Following the stiff restrictions placed by his father, Joe's attitudes began to sour rapidly. He has even told some of his friends that he was going to leave home, quit school, join a commune, and continue his artistic endeavors.

At this point he confided in one of his teachers who often rapped with the students about their problems and unloaded all of the above.

What do you think?

(1) What possibly were some of the motivating forces underlying Joe's and his parents' behavior?

(2) What methods (resources: skills, attitudes, ideas) were they using and why do you think they chose these particular methods?

(3) What are some of the alternatives they have of working out their dissatisfaction?

(4) How could a third person (eg., teacher, friend) be of help?

THE BEHAVIOR EQUATION

In considering why people do what they do, we have found that we all share certain needs, or have some of the same motivating forces of behavior. For example, we all want to feel secure and safe from harm. However, we often differ in what makes us feel safe, what we do to feel safe, and the individual manner in which we do it.

We might expand the simple diagram we have used in earlier exercises to a working model to examine the causes of drug abuse and other behavior.

Causes--------------------->Behavior

Motivating Forces	interacting with +	Personal Resources	interacting with +	Immediate Physical Setting	-->Behavior
Example:					
Need to feel secure and need to belong	+	Attitude: prizing material goods, belief that 1) having material goods makes one feel secure, 2) material objects help one belong to the group, 3) belonging makes one feel secure.	+	objects in a store	-->Stealing

This example is only one of many possible combinations of motivating forces and personal resources which could account for the behavior of stealing. Can you name other possible motivating forces and/or other personal resources which could contribute to the behavior of stealing?

With the above equation you have been introduced to the third factor which contributes to behavior - the immediate physical setting. A person could not steal without objects to steal. He cannot smoke marijuana unless it is available. Most attempts to change behavior have been directed at the immediate physical setting by trying to make the objects unaccessible. What are the shortcomings of this approach? In what ways can attempts to change the setting alter the behavior?

Your teacher may want to give you some case studies so that you can examine the causes underlying the behaviors involving drugs, alcohol, or tobacco use.

You may use the form below for your analysis:

Motivating Forces	+	Personal Resources	+	Immediate Physical Setting	⟶	Behavior
________		________		________		________
________		________		________		________
________		________		________		________

HUMAN MOTIVATION AND DRUG ABUSE

Most cases of drug abuse result from a person's attempt to solve a very human problem. There is some basic need which he is trying to satisfy, and he has chosen this alternative to either satisfy or reduce the intensity or strength of the motive.

Turn back and look at one of the earlier case studies involving drug abuse. See if you can find the answer to the two questions:

1) What motivating force do you think the person was trying to satisfy with the abusive behavior?
2) Why do you think he selected this way to solve his problem?
3) What needs do you think were satisfied by his use of the drug? What needs were probably not satisfied?

Human behavior is complex, and we cannot really know for sure what is operating inside another person. However, experience and research provide information about behavior which helps us to infer (make an educated guess) from one's behavior what forces could possibly be operating within the person.

For this reason we speak in probability terms when referring to probable causes of behavior. The more we know about the person, his background, and his immediate situations, the more accurate our inferences will tend to become.

Case Study #1 - Donny B.

Case Study #2

John had always been just outside the "in" group. For a long time he had known most of the kids who made up the "in" group, but he had never been invited to their parties or other activities. Then, one of the girls asked him to a special party at Ben's house. When he arrived, he noticed everyone was having a good time -- some dancing, others just listening to records, others just talking.

As he and his date moved around, one of the guys he did not care for began talking loudly, came over to John, and announced John's arrival. He then fished in his pocket, pulled out what looked like a cigarette, and said, "Hey gang, it's time to see if John-John's one of us. Here, try a reefer, John! It's just pot. It should be good for you!" He then extended the reefer, lit a match, and told John to go ahead and try it.

What is John's problem? Would you say he is in conflict? What do you think John will do? What motivations might he feel the need to satisfy? What resources might he call upon if he 1) smokes the joint, 2) does not? What motive might be satisfied by alternative 1? What motives frustrated? What of alternative 2? Does he have other alternatives that might satisfy the conflicting motives?

Mf____________ Resources__________ Physical setting__________ Behavior

A BRIEF LOOK INSIDE

By now you should have a list of the basic motivational forces of most human behavior. How would you define motivating forces? Write your definition below:

Compare your definition with those written by others in the class.

As you note the behavior of others (or perhaps your own behavior), see if you can find instances in which one of the following was evidently a motivating force: 1) need to feel safe, 2) need for affection, 3) need to feel worthwhile (self-esteem and acceptance by others), or 4) need to grow as a person. You may wish to use these instances for classroom discussion of why people do what they do.

RAP II-G

Self-Awareness Exercise:

Complete the following sentences:

1. I feel loved when....

2. I feel sad when....

3. To feel safe from danger, I must....

4. I feel most relaxed at/when....

5. I feel especially hungry when....

6. I feel afraid when ....

7. When I feel afraid I ....

8. I feel confident ....

9. I become very interested and involved when ....

10. I feel most self-conscious at/when ....

11. I feel I belong when ....

An Optional Exercise

You may wish to write in your notebook or on a separate sheet of paper a problem (or two) you recently met (or are now facing) and examine how you tried (or are now trying) to work it out. What feelings or motivating forces were (or are) underlying your behavior? What was the problem you were (are) trying to solve or what feelings were (are) you trying to work out?

PROBLEM:

POSSIBLE CAUSES:

FEELINGS INVOLVED:

PLAN FOR RESOLVING PROBLEM:

SOURCES OF HELP:

motive, we say that that behavior has been reinforced. The more a behavior is reinforced, the more likely it is to appear when similar needs are felt. Reinforced behavior is difficult to change.

You might want to try an experiment. Build a small runway and notice how a rat will go in a particular direction at a crossroads if he has received food (been reinforced) for going in that direction. Check with your teacher about this experiment.

The reinforcement of human behavior is somewhat more complex than that of rat behavior, but, on occasion, there are striking similarities. One might ask, "Why would a person drink when he knows he is hurting himself?" The answer may be that by drinking he thinks he gets accepted by the group, and this is important to him. The more the gang reinforces his drinking (approves, gives him special attention for it), the more likely this form of behavior will appear in the future.

Through various forms of learning, we as individuals develop certain personal resources--knowledge (good or bad, correct or incorrect), understandings (or misunderstandings), attitudes, and predispositions to certain patterns of behavior (habits).

With this very brief background in psychological theory in the area of motivation and learning, you may be better able to determine some of the complex causes for drug abuse.

PERSONAL RESOURCES - THE BASIS FOR INDIVIDUAL DIFFERENCES

We have discussed those characteristics of personality which we have in common with others - the motivations of behavior - but what about our differences? Why is it that we often go about some things in different ways even when we are trying to solve the same problems? This question leads us into a closer examination of the second item of the behavior equation - personal resources.

How do we develop our personal resources, which contribute to the way we do things? Most often we develop certain modes of behavior and the accompanying attitudes because that behavior and those attitudes have been found to work in reaching an objective.

For example, two girls want to be with the gang for a party Friday night. One girl might be polite to her parents, quietly bringing up the subject, acting very proper and submissive. If this approach works, she is more likely to adopt this approach the next time, perhaps even to get other things she wants from other people.

However, another girl might simply ask her father and explode emotionally when he says no. If he relents, then the next time her parents say no she will probably act in the same way.

Basically, we adopt forms of behavior that work, those behaviors that get us what we want! When a behavior is successful in satisfying a need or

In groups, determine how the resources of an individual could predispose him to drug abuse--what accurate or inaccurate knowledge, what attitudes, what understandings or misunderstandings.

Personal
Resources

______________________________ ⟶ Drug Abuse

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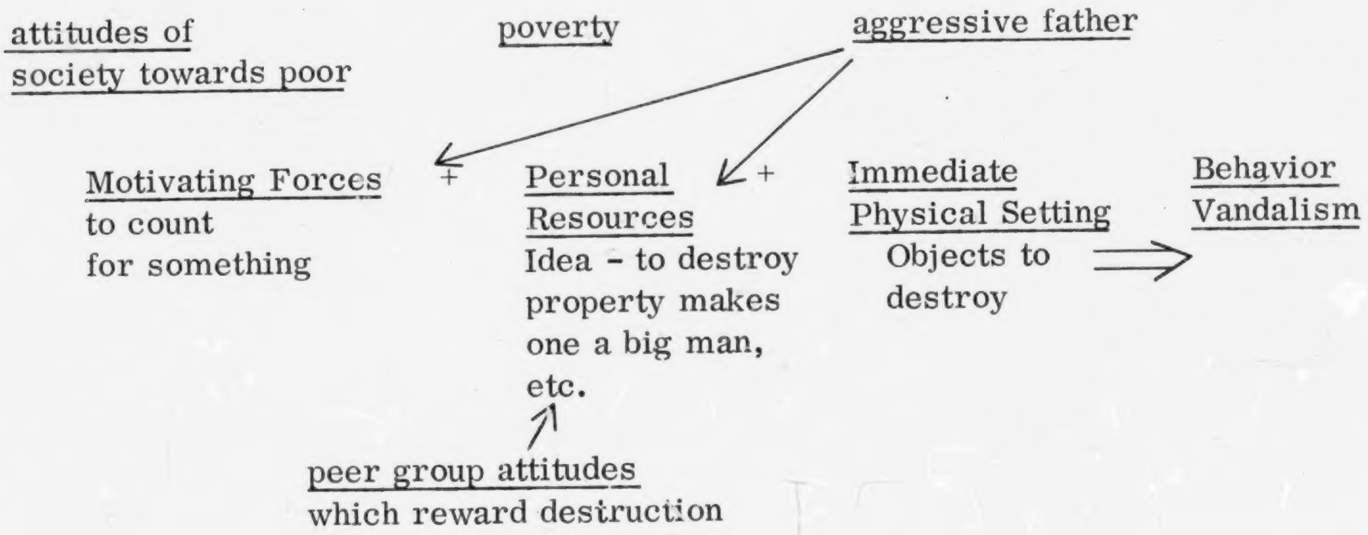
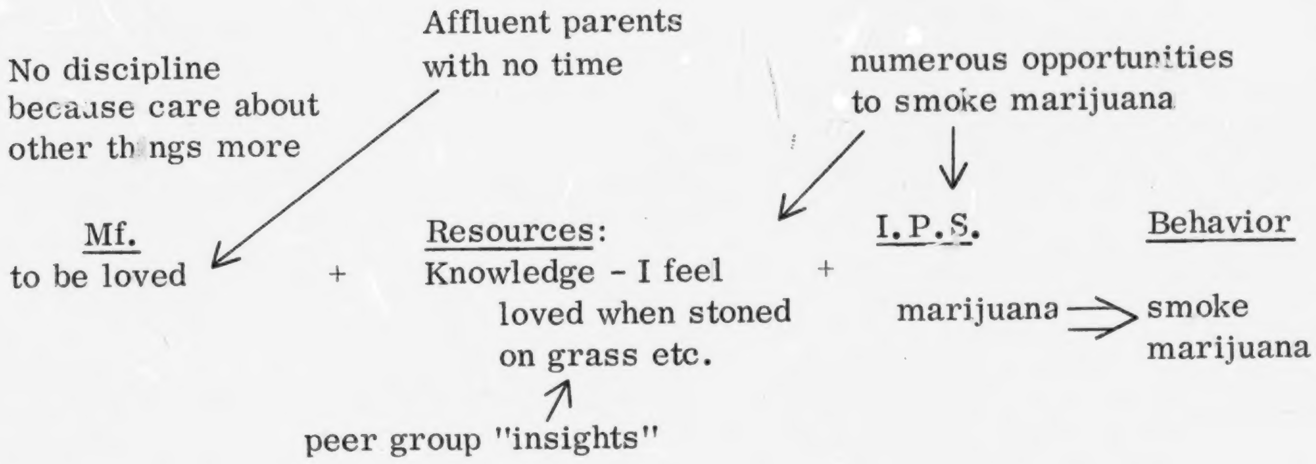
If you would like to include the environmental forces within your analysis model, you could do so as follows:


attitudes of society towards poor
poverty
aggressive father
Motivating Forces
to count for something
+
Personal Resources
Idea - to destroy property makes one a big man, etc.
+
Immediate Physical Setting
Objects to destroy
Behavior
Vandalism
peer group attitudes which reward destruction


No discipline because care about other things more
Affluent parents with no time
numerous opportunities to smoke marijuana
Mf.
to be loved
+
Resources:
Knowledge - I feel loved when stoned on grass etc.
+
I. P. S.
marijuana
Behavior
smoke marijuana
peer group "insights"

RAP II-I

THE EFFECTS OF EXPERIENCE

The causal approach to drug behavior may be different from what you expected when we began the study of causes of abusive behavior. By dealing with the concepts of motivating forces and personal resources to explain or examine behavior, one can see the dynamics within the individual. The behavior is identified as an individual's behavior, even though it may take place in different contexts.

It is recognized that environmental conditions, social pressures, and group atmosphere can and do contribute to the occurrence of the class of behaviors we call drug abuse. However, they do so only because of the effect of these influences upon each individual's motivating forces and/or his personal resources. For example, poverty can affect the individual's need to feel that he is a person of worth. Poverty can frustrate the need to feel of value by failing to offer opportunities whereby a person can feel a sense of accomplishment.

Poverty can also have an effect upon an individual's personal resources. His knowledge, attitudes, and understandings are shaped by both the people and the opportunities within his environment. For example, a community that reinforces or rewards aggressive behavior tends to instill that form of behavior as a personal resource. However, a parent may by his behavior within the violent community oppose this attitude and create a totally different set of resources for the individual.

These influences upon the individual's motivating forces and personal resources are currently being identified and studied by psychologists and social psychologists. Perhaps you will want to study more about how we develop our attitudes or the effect of group influence upon individual behavior, motives, perceptions, and attitudes. Your class could further examine this area by doing a number of interesting experiments.

The environment in which a behavior takes place can determine both the effect of the behavior and whether or not the individual finds the behavior rewarding. For example, researchers are still trying to find out why marijuana has a particularly euphoric effect when smoked with other individuals present. Researchers speak of a "contact high" which can be experienced when a person is in the presence of drug users even though the individual himself has not taken any drugs. People at cocktail parties may appear bombed yet not have enough alcohol in their physical systems to account for such effects.

Studies of the effects of the social dynamics which contribute to behavior can be most valuable in helping us to identify the effects of certain environmental conditions upon the systems directing our own behavior.

Erich Fromm in his book, The Art of Loving, offers several reasons why people become preoccupied with such states of high emotional intensity.

3. To escape? To escape from what? For what? To what?

Many of the things the students listed as causes are actually objectives of the behavior. For example, "thrills and risks" is an objective. What motivating forces might underlie each of the reasons the students gave for drugs?

Take the following reasons the students gave for using drugs and indicate alternatives, other ways they could achieve the same objective.

Reason for Drug Use	Alternatives
1. hunger for thrills and risks, relief from boredom:	______________________ ______________________
2. curiosity:	______________________ ______________________
3. to belong:	______________________ ______________________
4. escape from the pressure of school	______________________ ______________________
5. protest against the authority of the establishment:	______________________ ______________________

STRAIGHT FROM THE HORSE'S MOUTH

Students who have taken drugs have often been quite open and sincere in trying to identify why they have used drugs. Most often these explanations do not fall exactly into the model we are using in the current study to examine behavior; however, in each case their responses enable us to see the situation as they see it.

A summary of clinical evidence from students themselves as to why students use drugs is listed below.

1. hunger for thrills and risks
2. experimentation
3. relief from boredom
4. peer influence
5. to belong (as part of the pot culture)
6. escape from the pressure of school
7. curiosity
8. appeal of danger
9. protest and/or rebellion against the authority of the establishment

As you examine the above, ask yourself the following questions:

1. Why would a person want to experiment? Is it wrong to be curious?
2. What would cause a hunger for thrills to develop? Why would drugs be selected as the way to get thrills?

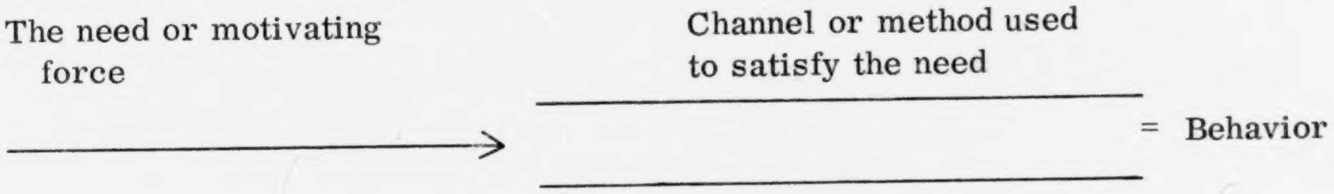
RAP II-K

FRUSTRATION

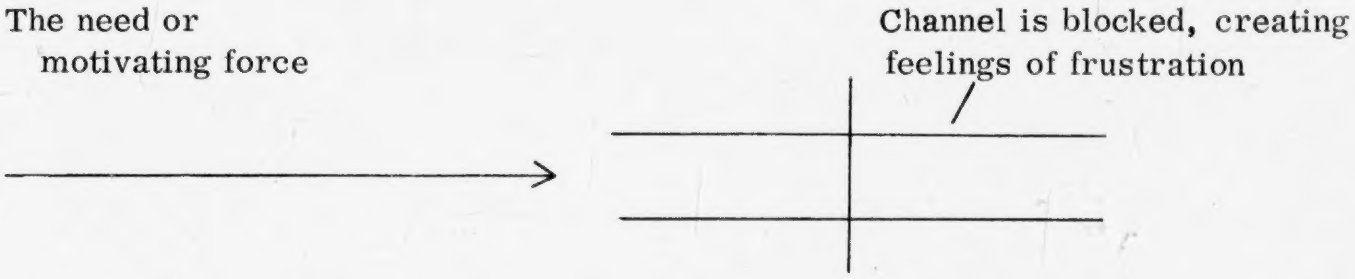
When a person has a strong motive which he has been unable to satisfy, he can be described as being frustrated. This frustration could be the result of someone's or something's blocking his attempts to satisfy the motive. It could be the result of the person's not having the resources he needs to know what to do to solve the problem. In some cases, frustration occurs when the person is not aware of what his motives are. His behavior often becomes random and ineffective.

This brings us back to the prerequisites of developmental behavior: 1) an awareness of the need or motivating force and 2) the understandings, skills, abilities (personal resources) that it takes to satisfy the need or motivating force.

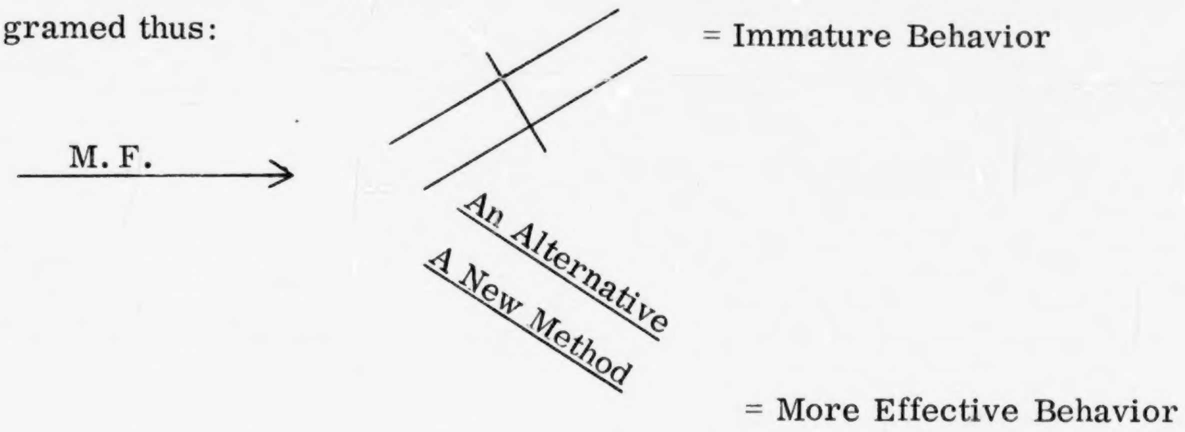
Suppose someone has been using a particular method to satisfy a certain "need" or motivating force for some time, as diagramed below:


The need or motivating force
Channel or method used to satisfy the need
= Behavior

Suppose someone tells him he can no longer act in this way as he begins to realize this method is an immature one, and he feels blocked. This is frustration, as diagramed below:


The need or
motivating force
Channel is blocked, creating
feelings of frustration

The need or "motivating force" is still present. The difficulty is in finding a more effective method - another channel. The resolution can be diagramed thus:


= Immature Behavior
M. F.
An Alternative
A New Method
= More Effective Behavior

As can be shown above, the more alternative ways we develop to satisfy our needs, the better we are able to handle daily frustrations.

RISK-TAKING BEHAVIOR

A comment might be made about risk taking. It would be expected that the amount of risk a person will take is directly related to the level of frustration of the individual. If a person's desire to feel worthwhile has been continually frustrated, the greater the risks he will take and the greater the value he will place upon the immediate or short-terms results rather than long-term effects of his behavior. For example, the extremely hungry person might kill the hen for food rather than wait for the hen to lay eggs. His ability to delay satisfaction would contribute better to his needs in the long run, but he is desperately in need and cannot appreciate the long-term benefits. Besides, he may feel no assurance that he would be around to enjoy the long-term benefits, even if they did come about.

Some risk taking could be the result of personal resources, such as attitudes resulting from cultural expectations or standards. Different societies and different groups within those societies have their own standards for the degree of risk acceptable in the pursuit of certain goals.

WHAT DIFFERENCE DOES IT MAKE ?

In this unit you have become acquainted with an approach to human behavior. This approach proposes the examination of the causes of the behaviors before reacting to them. To effectively reduce drug abuse, we must collectively and individually help discover and make known more effective ways of solving the problems of daily living than by drug abuse. This means asking what motivating forces are operating, why this method is chosen, and what alternatives there are. Later in our studies we will work on developing alternatives to drug abuse. These alternatives must be based upon an understanding of the problems people are trying to solve.

Many of us are turned off by the way certain individuals react to the behavior of youth and to youth drug behavior in particular. Examine the cases below and determine whether the reaction to the individual's behavior was arbitrary and judgmental or causal, taking into consideration the factors producing the behavior. In each case think of other ways the person might have responded which would have been even more helpful in changing the behavior. Perhaps you will want to contribute cases of causal and of judgmental reaction to behavior.

You may want to role play some of these situations:

Situation (See New York Material)	#1 #2 #3

What difference does understanding the dynamics which produce the behavior make in one's reaction to it? Will the reaction be more effective in changing the behavior if the causes are known?

PROGRAMS
SETTING AND ROLE DESCRIPTION
FOR
ROLE PLAYS
CONDUCTED BY
ADDICTION SERVICES AGENCY
CITY OF NEW YORK

I

PLOT:

A junior high school teacher is on his way to the teachers' cafeteria via the basement hallway. He has just come from the teachers' room. A student across the hall appears to be trying to avoid him. He has an anxious look and is putting something in his pocket.

Teacher: (Judy) - You are fairly certain that this student has been involved in drug experimentation in the school. No one has been able to catch him in the act, but it looks as if this time you have caught him with the goods.

Student: (Julio) Up to now you have been very careful not to get caught. Your girlfriend has been working with you. You have never had anything on you because she has done the dealing. She is sick today so you have taken over her role. You are scared and angry at getting caught.

II

PLOT:

A guidance counselor has happened upon a young man on the stairwell who seems to be unduly anxious to get to class. There is a strange smell of smoke, different from that of a common cigarette. This boy has been in a few scrapes, but has always been able to talk his way out of trouble. A meeting has been arranged between his homeroom teacher, the guidance counselor, and the principal to discuss what action should be taken.

Counselor: (Harvey) - You are certain that John has been smoking pot; you want him suspended from school. He is a bad influence on the other students. He will not change and has flaunted your authority on numerous occasions.

Homeroom Teacher:
(C. Gadsden)

You have spent a great deal of time getting John to trust you. He has started to confide in you and you feel certain that, given a little time, you will be able to get him on the right track. You are not about to let him be suspended and see all your efforts go down the drain.

Principal: -
(Jim Dix)

You want to keep peace. You need the talents of both staff members and will try every possible means of mediating this meeting.

III

SETTING AND ROLE DESCRIPTION
MOCK ENCOUNTER
CONDUCTED BY
ADDICTION SERVICES AGENCY
CITY OF NEW YORK

Setting:	A junior high school.
History:	One teacher, a guidance counselor, and six students meet weekly for an encounter group. They have been meeting regularly for two months, and today a new student is entering the group.
Purpose:	These students have been identified as drug experimenters or have been truants, poor students, or fighters.

ROLE:

Teacher (Janet) - Knows students well; is a very direct woman and is genuinely concerned about other people; through many encounters in the past she has shown that she can be trusted; she has maintained good communication with students both in and outside of the group.

Guidance Counselor (Jim) - Supportive of encounter as a technique, intelligent: honest and open, yet sometimes defensive; competetive with teachers; frequently authoritarian with students.

Judy - a thirteen-year-old; has difficulty relating to other boys and girls her age; needs attention, which she gets from older youth. particularly boys; has smoked pot; formerly Julio's girlfriend.

Harvey - fifteen; a new member referred into this group by the guidance counselor because of repeated skipping of 7th and 8th periods; suspected of using LSD and other drugs.

Alecia - fifteen; withdrawn and very manipulative; puts out a very fragile image to escape any responsibility; brought into group because she is failing three classes in spite of being a very bright girl; wants to establish close relationship with teacher.

Julio - thirteen; a bully, constantly threatens others in group; brought into group when a teacher discovered him smoking "pot" in the restroom.

Clarence - a fourteen-year-old; he is very closed and seldom shares himself with anyone; he uses the nice guy image to get his own way; is threatened by Julio but tries to win his friendship.

Ralph - fourteen; very controlling and defensive; referred into group after screaming at a teacher and walking out of school; later admitted to Julio that he had been taking "ups" that day.

STUDENT FEEDBACK

TO THE STUDENT: You are participating in a program currently being developed through the cooperation of your school system, the Ohio State Department of Education and the Educational Research Council of America. Your thoughts about the program will help in program development.

After listening to the special instructions to be given you by your teacher, please fill out the following:

I. Please rate the following by circling the appropriate number:

1. The curriculum materials used for Unit II:

too difficult					too easy	
1	2	3	4	5	6	7
dull					interesting	
1	2	3	4	5	6	7
informative					uninformative	
1	2	3	4	5	6	7
confusing					clear	
1	2	3	4	5	6	7

2. The methods used to teach the material:

appropriate					inappropriate	
1	2	3	4	5	6	7

disorganized					well organized	
1	2	3	4	5	6	7
helpful					not helpful	
1	2	3	4	5	6	7
unenjoyable					enjoyable	
1	2	3	4	5	6	7

II. If you had been teaching this unit, what materials or methods would you have used?

Other comments:

UNIT III

ABOUT DRUGS

CONTENTS

Student
RAP
Sheets

A. ABOUT DRUGS

B. DRUG EFFECTS AND CLASSIFICATION OF PSYCHOACTIVE AGENTS

C. EFFECTS OF CONTINUED USE

D. HUMAN VARIABILITY AND PROBABILITY THINKING

E. A CASE STUDY

F. PATTERNS OF DRUG BEHAVIOR

RAP III-A

ABOUT DRUGS

What is a drug? Perhaps the following exercise will help you in developing your own definition.

marijuana
heroin
benzedrine
pepper
LSD
cough syrup
peanuts
water

parsley
cigarettes
nembutal
eggs
hamburger
goof balls
rice
whiskey

potato chips
milk
seconal
glue
candy
air
speed crystals
tobacco

Divide the items above into two distinct groups below:

________________________   ________________________

________________________   ________________________

________________________   ________________________

________________________   ________________________

________________________   ________________________

________________________   ________________________

________________________   ________________________

________________________   ________________________

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Based upon the above experience, write your own definition of the term "drug" below:

____
____
____

DRUG EFFECTS

The human body is a complex organism. For the cells contained within that body to function normally, food must be taken in, changed to useable substances, and used appropriately.

Prior to written history, man had discovered ways of changing the normal functioning of the body by means of certain psychoactive substances.

Some anthropologists are even suggesting that raising grain to produce beer might have been a more important factor in man's decision to settle in one place than raising grain to make bread.

A psychoactive agent is any chemical substance which when taken into the system will alter the normal function of the body and/or mind. The term "drug" in these discussions will refer to all psychoactive agents, including alcohol and tobacco.

Classification of Psychoactive Agents

A drug or psychoactive agent is usually taken for a reason, to obtain a particular effect. Early in our study we should be sure that we are aware of the physiological effects normally experienced when a particular drug is taken.

Your teacher may be working with you in the development of a drug chart in which you classify the various drugs currently being abused by either youth or adults. You will want to go to numerous sources to further examine the physiological effects, being sensitive to any apparent or real contradictions between authorities.

Note that classification is a method to help remember certain characteristics common to all sets of drugs. Within each classification there is a wide range of differences, which on occasions may be as important as the characteristics held in common. For example, opiates are considered pain killers - analgesics; but paregoric, while having an opiate base, is used for its effects upon the digestive system as treatment for diarrhea. Keep in mind the existence of differences within each category as well as the differences between the categories.

Potential for Dependence		Psychoactive Agents	Short-Term Effects
Physical	Psychological	**Narcotics - Analgesics**	
Yes	Yes/High	Opium, morophine, heroin, codeine, demeral, methodone and others. (There is cross tolerance within the classification - equal dosage equivalent of one can be substituted for the other.)	These drugs tend to reduce pain and induce sleep. The first few exposures, especially when injected, may provide an effect similar to sexual orgasm and euphoria. As tolerance develops, the effects tend to be primarily the relief of tension, sleepiness. Physiological effects appear to be on the cerebral cortex and thalamus, and to a lesser extent on the spinal cord. The specific effects on the thalamus and hypothalamus bring an elevation of mood. After a short time this state passes, and sleep sets in. The respiratory center is gradually depressed. Excessive amounts cause intense spinal cord stimulation which may lead to convulsion and death.

Potential for Dependence		No Cross Tolerance Between Classifications	
Physical	Psychological		
Yes	Yes/High	Central Nervous System Depressants - barbiturates, alcohol, chloral hydrate, paraldehyde, tranquilizers, "The Downers"	These drugs depress many body functions through depriving the brain cells of energy. They normally induce sleep or act as a calming agent. Depressant intoxication results in release of inhibitions as the cerebral functions are depressed, with drowsiness, slurred speech, poor coordination, inability to concentrate, and gross defects in judgment occurring at higher levels. Extreme overdosage may result in over-excitement, restlessness, and wide mood swings, causing one to describe his experience as "up" rather than "down."

Potential for Dependence			
Physical	Psychological		
		No Cross Tolerance Between Classifications	
		Central Nervous System	
Yes	Very High	Stimulants - cocaine, amphetamines, strychnine, methamphetamine, caffeine, nicotine.	Low dosage may elevate mood and induce a state of well being. Higher dosage often results in elevated blood pressure and hyperexcited state as the metabolism is speeded up. If the drug is injected, ecstatic effects of intense highs are experienced. Tolerance and psychological dependence develop radidly. Elevated mood states, euphoria, and vitality are followed by apathetic depression.
		No Cross Tolerance Between Classifications	
No	Yes	Psychedelics - Hallucinogens - LSD, DMT mesaline, STP, PCP, psilocybin, peyote	Perceptual changes may be dramatic, with vision being the most dramatically affected.

Potential for Dependence		
Physical	Psychological	
		A wide range of reactions is possible from horror to ecstacy, from slight form and color distortion to illusions and hallucinations, from increased orientation toward the subjective to complete loss of ego boundaries. Perhaps more than in any other classification the effects are dependent upon dosage, the situation, and the person himself.
(No Cross Tolerance Between LSD and Marijuana)		
	Marijuana	Marijuana can almost be classified separately. When taken in normal amounts, the effects are more nearly like those of the sedatives than the hallucinogens. However, isolation of the active ingredient (tetrahydrocannabinol) identifies the psychedelic nature of the drug.
	Yes	

Hashish, a more potent form of the drug than marijuana, can with excessive use more nearly approximate the psychedelic experience.

In the United States because of the low THC concentration of most marijuana, hallucinations are extremely rare, even with heavy use, unless additional psychedelic chemicals have been added to the marijuana itself.

The effects of use normally include relief from tension, a sense of well being and relaxation, possible euphoria. With release of inhibitions, behavior may appear to be the result of stimulation rather than CNS depression. The relief and pleasure gained from use makes the danger of psychological dependence a consideration.

EFFECTS OF CONTINUED USE

Continued use of some psychoactive agents may bring about a change in the cellular structure of the body. For example, the opiates and barbiturates may bring about such changes within the body that increasingly larger doses are needed to get the physiological effects experienced earlier with smaller doses. When increasingly larger doses of an agent must be taken to maintain a particular effect, tolerance to the drug has developed.

Often accompanying tolerance are withdrawal symptoms (cramps, nausea, rapid body temperature change), which occur when the drug is stopped suddenly. The cells, having made physiological adjustment to the presence of the drug, are unable to function normally without the drug's presence.

Physical dependence occurs when a person has taken a drug in sufficient doses frequently enough to have developed a high tolerance for the drug and when withdrawal symptoms occur when the drug is withheld. The term "addiction" is often used to mean a physical dependence upon a drug, although addiction is too vague a term to describe the specific drug effect.

Any time a person takes anything into the body that gives him either physical or psychological pleasure,there is the possibility of one's becoming psychologically dependent upon that substance. For example, an executive may become psychologically dependent upon a single drink in the evenings,even though he has not taken the drug in sufficient quantities frequently enough to develop physical dependence.

Because marijuana produces a relaxed feeling similar to that produced by alcohol, it has a high potential for *psychological dependence*. Other drugs of relief, such as aspirin and tranquilizers, and drugs inducing a more excitable state, such as caffeine and pep pills, also have a potential for psychological dependence. Some use the term *habituation* to describe psychological dependence.

Generally speaking, psychological dependence is more difficult to correct than physical dependence. For example, when a person is physically and psychologically dependent upon heroin, he may recover from the physical dependence rapidly with little damage, although withdrawal can be very painful. The psychological dependence upon heroin, however, is very difficult to eradicate. Old habits, old feelings, old desires tend to become aroused within the individual, and he seeks the relief or pleasure he knows he once experienced with the drug.

Questions you may wish to discuss relative to the terms introduced in this RAP Sheet may include the following:

Does a person become physically dependent upon narcotics when he takes the drug just once? Is the probability of developing a physical or psychological dependence following the first experience greater for some drugs than for others? For some people greater than for others? How often does a person have to use a drug before becoming psychologically dependent on it?

HUMAN VARIABILITY AND PROBABILITY THINKING

When the effects of a psychoactive agent upon such a complex organism as a human being are discussed, one must speak in terms of the probability of the occurrence of certain effects. Seldom, if ever, can human behavior be predicted with complete accuracy. For example, tranquilizers, designed to calm the individual, may cause some people to become highly excited. Under certain conditions, sedatives can interfere with sleep rather than induce it. For that reason, we apply the term probability of occurrence when referring to either physiological effects or resulting human behavior.

When a person uses any drug, he usually increases the probability of his becoming dependent upon the drug. However, to say that a drug has a potential for either physical or psychological dependence does not mean that anyone who uses the drug will become dependent upon it. How much the probability for dependence is increased upon each use of the drug depends upon the drug, the dosage, the situation in which it was administered, and the physiological and psychological make-up of the particular person.

RAP III-E

A CASE STUDY

Mrs. Jackson's doctor told her that she was overweight. He did not have to tell her. She already knew it. However, he did agree to provide her with selected diet pills to help her lose weight. These pills are basically an amphetamine substance.

The pills worked great the first week. Taking one per day, she lost six pounds the first week. The second week she lost only three pounds. By the third week she had stopped losing weight; she even gained a pound. She then concluded the pills were not strong enough and doubled the prescribed dosage.

Sure enough, they worked again. She lost several pounds the first week, a few less the second week. Then the pills quit working again. What did she do? Double the dose again, of course.

Eventually she was up to 15 to 20 pills per day, but no longer taking them to lose weight. She liked the way she felt, she could get her work done better and faster, and she felt right about everything. She stopped taking them for several days, but became so droopy and depressed that she went back to the pills to get started each day and to keep going.

Examining the above case study, look closely for the possible reasons for Mrs. Jackson's first taking the drug. Did those reasons change with time and continued use? In what way?

The next step in Mrs. Jackson's story, if it is typical of what has happened repeatedly in numerous American homes, was for her to request and get sleeping pills from her doctor to help her sleep. This is the upper-downer cycle,which can become vicious and destructive before it is broken.

What precaution should each individual take to be sure he does not get into a drug cycle? Is refusal to take any drug at all an intelligent response to the problem?

Perhaps the experiences of this unit are helping you to see the need for looking not just at drugs, but at people. Why we do what we do? How do we develop different methods for meeting the problems of everyday living?

PATTERNS OF DRUG BEHAVIOR

Not everyone who uses drugs, alcohol, or tobacco uses them in the same way. There is a great difference between the student who for the first time uses a particular drug just for kicks or because the rest of the group is doing so, and the compulsive drug user who is supporting a $100 per day habit. Both the causes and the consequences of their behaviors may be quite different.

Drug behavior has been categorized according to the pattern of use. This is an attempt to both approach the topic more honestly and to avoid the use of over generalization relative to drug behavior. One experience with a drug does not mean a person is "hooked," nor does it make him a "pothead." The use of one particular drug may or may not necessarily lead to abusive behavior.

While there is a difference between physical dependence and psychological dependence upon drugs, the resulting behaviors are very similar. For example, one girl who was supporting a rather expensive drug habit thought she was physically dependent upon heroin and had adopted a compulsive pattern of drug use. It was not until she was sent to the hospital and experienced no withdrawal symptoms that she was convinced that she was not physically dependent upon the drug.

Common patterns of drug use include the following:

1. Experimental - a person tries the drug for kicks, social acceptance, or other reasons. Many students have experimented with various drugs and once

having satisfied their curiosity, discontinued them. The greatest danger of experimentation is that it is guaranteed to sort out the vulnerable, those who cannot "handle it."

2. Social - to obtain or facilitate social interaction. This often results from the social acceptance of a drug by a peer group. The drug may be used because it is thought to increase the level or quality of social interaction.

3. Episodic abuser - on certain occasions the drug is overused. For example, some adults get drunk only on certain occasions, such as New Year's Eve. The use or abuse is elective. The person can still decide.

4. Habitual use - regular use of the drug as a member of the drug culture. Psychological dependence occurs often without awareness of such dependence. The user usually says he is not dependent upon the drug, that he could do without it, but choses to use the drug often. Use of the drug tends to become an important part of the user's life style.

5. Compulsive drug use - often called addiction, but perhaps more accurately described as drug compulsion. Some use the terms physical dependence and/or psychological dependence to describe this level of usage. Drug use is no longer a matter of personal will or volition. Drugs have become a method the person uses to prevent or relieve anxiety. The individual has so altered his resources for intelligent behavior that he sees drugs as the only way to reduce the anxiety, the pain, or the boredom of living.

Such compulsive behavior is usually destructive to both the individual and society.

6. Other - There are also other patterns of drug use. There is the therapeutic use of a drug such as aspirin. Some drugs may be used by some groups for only ritualistic purposes, such as the use of peyote by Indian groups. In ritualistic use, the effects are much more controlled and often even determined by the social forces surrounding the drug's use.

As you can readily see, patterns one through five are both different and progressive. One could probably identify the different motivating forces most frequently operating at each level. Although the progression from level one to level five is not inevitable, the most intensive level - compulsive abuse - is usually reached only after the lower level experiences. Change of behavior becomes increasingly difficult as the pattern of use reaches the higher levels.

As you continue examining and analyzing drug abuse, you should both specify the drug used and the patterns of use.

Further analysis might proceed as follows:

1. Specification of behavior - drug used and pattern of use

2. Identification of probable motivating forces - the problem the person is trying to solve, the need he is trying to satisfy

3. Examination of personal resources - why you think he selects this way to satisfy the need

4. Immediate physical setting - external to the individual but influences this behavior

5. The effects of the behavior, including immediate effects and possible long-term consequences

6. Alternative behaviors - a realistic appraisal of other ways he could have used to solve the problem

STUDENT FEEDBACK

TO THE STUDENT: You are participating in a program currently being developed through the cooperation of your school system and the Educational Research Council of America. Your thoughts about the program will help in program development.

After listening to the special instructions to be given you by your teacher, please fill out the following.

1. Please rate the following by circling the appropriate number:

   1. The curriculum materials used for Unit III:

too difficult too easy

1 2 3 4 5 6 7

dull interesting

1 2 3 4 5 6 7

informative uninformative

1 2 3 4 5 6 7

confusing clear

1 2 3 4 5 6 7

   2. The methods used to teach the material:

appropriate inappropriate

1 2 3 4 5 6 7

disorganized well organized

1 2 3 4 5 6 7

helpful not helpful

1 2 3 4 5 6 7

unenjoyable enjoyable

1 2 3 4 5 6 7

II. If you had been teaching this unit, what materials or methods would you have used?

Other comments:

UNIT IV

EFFECTS AND CONSEQUENCES OF DRUG ABUSE

Student RAP Sheets

A. DRUG ABUSE AND THE LAW

B. DRUG LEGISLATION CHART

C. WHAT HAPPENS WHEN... ?

D. DRUG USE AND ABUSE

  1. Why?
  2. Hallucinogens
  3. Central Nervous System Stimulants-Amphetamines
  4. Central Nervous System Depressants-Barbiturates
  5. Narcotics and other Analgesics
  6. Alcohol
  7. Marijuana, Hashish, THC
  8. Tobacco
  9. Volatile Substances

E. A MERGING OF PRACTICALITY AND PHILOSOPHY

F. AN EXERCISE IN CREATIVE BEHAVIOR

G. WHEN YOU REACH THE END OF YOUR ROPE

DRUG ABUSE AND THE LAW

Laws have been established to control behavior in an orderly and public manner. The purpose of law is not only to provide an orderly structure for society but to protect either the individual from society or society from the individual.

In a sense, laws do restrict the freedom of individuals. But at the same time it is only by law that many freedoms can be guaranteed to the individual. For example, the law which forbids the person (restricts his freedom) to steal my personal property also provides me with the freedom of personal ownership and the freedom from fear of the unexpected, unlawful loss of that possession.

When we speak of laws written to protect society, we are actually speaking of those laws which are written to keep certain individuals from infringing upon the civil rights of others. This, of course, is the ideal, and we are aware of cases where laws have been used to unreasonably deny their civil rights to certain individuals. When we discover laws which are less than the ideal, how do we best change them? Your class may wish to discuss this question extensively.

In the democracy in which we live, the laws can be shaped by the people whom they have been designed to govern. With the increased complexity of our modern civilization, this process appears difficult to operate, but the difficulty often results from the lack of consensus or agreement within society rather than from the failure of the democratic process itself. Some success of the democratic process can be seen in the changes which are now taking place in our current drug laws.

Controls over the abuse of psychoactive agents (drugs, alcohol, tobacco) are necessary, but the failure of laws to solve the problems underlying the abuse behavior rarely makes the passing of laws a final solution. For example, the abuse of alcohol was not solved by the prohibition laws nor by their repeal. Law must be accompanied by an understanding of the causes of the undesired behavior, or they can within themselves breed disrespect for the law. We are currently facing some of the same problems with current drug abuse laws that we faced with the probhibition laws of the 1920's.

However, even though current laws may be far from perfect (and each has his own idea of perfection*), we do live under law, and we must understand the immediate and long-range consequences of breaking the law. This involves not only the punishment often given to violators, but also the effects such violations will have upon the violator as a person and as a member of his society, whether or not he is caught.

(*In Iraq the person convicted of bringing heroin into the country is shot. As a result, concurrent rapid reduction of heroin addiction has been reported.)

Because laws designed to control drug abuse are currently in a state of change, what is written here could be obsolete by the time of publication. However, your teacher should have available a copy of the more significant laws defining drug abuse and establishing the ranges of punishment for violation.

Drug Legislation Chart

(In Ohio courts the judge may suspend and place on probation a drug dependent or potentially drug dependent person if he follows court directive for rehabilitation, except in cases where probation is specifically denied by law.)

(In Federal courts, a first offender of controlled substance possession may be put on probation. If he fulfills the probation terms, the court may dismiss the proceedings against him and shall erase the case from all official public records.)

NAME OF DRUG	**FEDERAL LEGISLATION** (Comprehensive Drug Abuse Prevention and Control Act of 1970, Effective October 27, 1970)	**OHIO LEGISLATION** (Revised Code as amended June 15, 1970 Effective September 16, 1970)
NARCOTICS: Opiates Opium Heroin Morphine	POSSESSION (Sec. 404): First offense: up to 1 year and $5,000 Subsequent: Up to 2 years and $10,000 Narcotic Addict Rehabilitation Act – 1966 Commitment rather than imprisonment is allowed	3719.09 POSSESSION of Opiates: First offense: 2-15 years and up to $10,000 Second offense: 5-20 years and up to $10,000 Subsequent: 10-30 years and up to $10,000
Cocaine	POSSESSION FOR SALE or Sale (Sec. 401) First offense: up to 15 years and $25,000 plus 3 years of parole* Subsequent: up to 30 years and $50,000 plus 6 years probation* SALE TO MINOR (Sec. 405) First offense: Up to twice penalties and parole of regular first offense sale penalties noted above Subsequent: up to three times penalties and parole of regular subsequent offense penalties noted above.	3719.16 POSSESSION of Cocaine First offense: 2-5 years and up to $10,000 Second offense: 5-10 years and up to $10,000 Subsequent: 10-20 years and up to $20,000 3719.16 (A) POSSESSION for Sale First offense: 10-12 years Second offense: 10-30 years Subsequent: 20-40 years 3719.20 (B): SALE – 20-40 years SALE TO MINOR 3719.20 (D): 30 years to life No probation on second offense.
DANGEROUS DRUGS	POSSESSION without prescription (Sec. 404) First offense: up to 1 year and $5,000 Subsequent: up to 2 years and $10,000 SALE (Sec. 401) First offense: up to 5 years and $15,000 and parole term of 2 years* Subsequent: up to 10 years and $30,000 plus parole term of 4 years* SALE TO MINOR (Sec. 405) First offense: twice regular first offense sale penalties Subsequent: three times regular subsequent offense penalties	4729.51 (C) POSSESSION (without a prescription) or SALE First offense: up to 1 year and $1,000 Subsequent: 1-10 years and $1,000
HALLUCINATORY DRUGS LSD, Mescaline, Psilocybin	SAME AS DANGEROUS DRUGS	3719.41 POSSESSION-same as dangerous drugs 3719.42 and 3719.99 (C) Manufacture or Sale First offense: 2-15 years and up to $10,000 Second offense: 5-20 years and up to $10,000 Subsequent: 10-30 years
MARIJUANA	SAME AS DANGEROUS DRUGS Distribution of small amounts for no remuneration may be treated the same as possession.	SAME AS HALLUCINATORY DRUGS
ALCOHOL	Federal government controls manufacture and sale for tax purposes and interstate transport.	Purchase of above 3.2% alcohol by person 18-21; up to 6 months and $300 Purchase by person under 18: $50
TOBACCO	Federal controls similar to alcohol, primarily through taxation.	Sale to person under 18 years: up to 30 days and $100

*If parole is violated, original term of imprisonment shall be increased by the special parole terms with no credit for time spent on special parole.

WHAT HAPPENS WHEN ... ?

We have studied earlier the physiological effects of certain drugs. We know the difference between "uppers" and "downers" and between hallucinogens and narcotics and their effects upon the nervous system. However, the really important questions arise when we ask, "What happens when... ?" or "What will I become if I... ?" These questions relate to the development of persons, of how to become more than we are, and the effects or consequences of my action on myself and others.

You will be given numerous opportunities to examine the long-term consequences or effects of drug behavior. This seems to be what our society is emphasizing now. As you examine the accounts be sure to ask yourself:

1. What dissatisfaction (or motivating force) is this person probably trying to solve?
2. Why is he using this method?
3. What are the short-term effects of his behavior? Long-term effects?
4. What kind of person will he tend to become if he continues to use this method for solving his dissatisfaction?
5. How is this behavior helping him to become the kind of person he wants to be, to reach the goals he has set for himself?
6. What other ways could he use to become the kind of person he wants to become, to reach his life goals?

Examine the films, filmstrips, articles, and journal reports, following the above pattern of study. As a class you may want to break up into groups to discuss the many ramifications of the use of a particular drug. When discussing long-term consequences, refer to them in terms of the likelihood of occurrence (probability).

For example, the person who takes LSD could become psychotic and spend the rest of his life completely out of touch with reality. However, such a result is not very likely. What are the chances? Does research provide us with enough information?

Another area your groups might consider is a discussion of the risks each of you might take for various reasons. Might you take greater risks to try to be accepted than you would simply to satisfy curiosity? To what extent are you substituting behaviors other than drug abuse to get your thrills and excitement? All of these are facets of the human personality dealing with the causes and consequences of behavior and personal life goals.

DRUG USE AND ABUSE

WHY?

The motivating forces which lead to the use of potentially dangerous drugs vary considerably. For many, the first experience with a dangerous drug is the result of curiosity, a desire for a new experience or new knowledge. Peer influence often precedes and accompanies the first "trip."

Quite often the individual who has begun depending heavily upon drugs to achieve status or a sense of well-being has failed to sucessfully develop other means of finding interpersonal intimacy and/or self-worth. This method of withdrawal from society (dropping out) may result from the frustration of the needs for security, affection, and/or self-esteem.

Those who have been unable to satisfactorily give and receive affection or develop self-respect often reduce their goals of living and center upon the goals of the physiological motivations - namely, the intense physical and emotional pleasures of the chemical "high's." Frustrated at attempts to reach the higher, more complex levels of living, the individual reduces the psychological pain of such frustrations with intensive pleasure. While physical pleasure of many kinds can enrich one's life, to become totally consumed by pleasure as a life goal is to relinquish the satisfactions and the meaning which can be found through living in a dynamic relationship with others.

The feeling of distance from others -- a deep feeling of loneliness and of not being understood -- and the resulting hopelessness about self and about life many times precedes the attempts of withdrawal or pleasure-seeking activity.

When the individual selects the use of psychoactive agents as a method to solve the problems of living, just how effective an alternative has he selected? It is true that many of the frustrations of living originate within the self, but does dependence upon something external to the individual for relief, as in the case of drugs, provide one with the resources to live an effective life? Or do these methods rather tend to annihilate one's self, leaving only a personality grown inward, seriously distorting one's perception of reality and weakening his ability to alter the world without? Each person must make his own decision.

Advocates of the use of some psychoactive agents claim such brief breaks with reality bring greater insights and increased creative ability to better approach reality. Research at this time has failed to substantiate such claims for greater insightful or creative ability. However, psychoactive agents have been found to adversely affect one's power to discriminate between insights which are valid and those which are not.

Regular use of psychoactive agents often makes one more vulnerable to suggestion, without the ability to critically examine his thoughts. Although what one may create while influenced by these agents may seem to the user to be either profound or meaningful, a later, more objective evaluation, even on the part of the user himself, often fails to confirm these earlier observations.

In addition to considering the effects of drug use upon one's way of life and personal effectiveness, one should also consider not only the desired benefits of using a particular drug but also the very potent, real dangers of use to both himself and others.

Hallucinogens

LSD (Lysergic Acid Diethylamide) - Probably one of the most powerful drugs known. Twenty-five micrograms will produce a mild effect on most people. In addition to effects ordinarily produced by the sympathetic nervous system - increased pulse rate, rise in blood pressure, etc. - the drug often produces profound psychological effects. Stages in these effects may include, first, a change in what psychologists call the "figure-ground relationships"; that is, familiar objects are seen as new, the ordinary appears extraordinary. Next may follow a dramatic perceptual distortion phase where external reality can become so distorted it cannot be distinguished from fantasy or past experience. True hallucinations are rare; however, visual distortion from what is seen may approximate a hallucinatory experience. One may "feel" color, "see" sounds, or experience music with total involvement of all senses. The next stage, possible but not inevitable, is depersonalization, loss of distinction between self and non-self.

Adverse reactions on "bum" trips include panic when one feels he may be unable to regain control of himself.

DMT (Dimethyltryplamine)- Gives a sudden, often overwhelming "blast," is usually either injected into muscles or smoked mixed with tobacco or marijuana. Even LSD users find effects too overpowering, too distorting, too uncontrollable. Additional short-term and long-range effects are yet to be determined.

Peyote and Mescaline - Weaker than LSD, peyote is used in religious rituals by the Indians of the Native American Church. Mescaline, the psychoactive agent in peyote, is now produced synthetically. It is approximately 4000 times weaker than LSD. Use has not been wide-spread, probably because of the taste and gastro-intestinal side effects. Acute psychotic reactions may result, though they are rare in comparision with LSD reactions. As used by the Indians in ritualistic ceremonies, no serious long-term physiological effects of peyote have been reported.

STP - (DOM) - About one-fifth as potent as LSD, STP can in sufficient quantity induce reactions similar to those of the other psychedelics. Contamination is common. There is little research on the effects of use.

Psilocybin - Comes from the Mexican sacred mushroom. Relatively potent, this is the drug used by Drs. Leary and Alpert in the publicized Harvard experiments. Difficult to obtain, it has been replaced by LSD, a more powerful psychedelic agent.

Morning glory seeds - Weak hallucinogens with a mild sedative property. A psychedelic effect is occasionally achieved with sufficient quantity. Insecticides and fungicide may render them very toxic. They may have unpleasant side effects.

Possible, but not inevitable effects:

On the user:

1. Tendency toward use of other classes of pharmaceuticals.
2. Deep feelings that one can no longer control the effects of the drug, which may produce panic, extreme fright, and poor judgment.
3. Accidental death as the result of such panic, fright, and poor judgment.
4. Fragmentation of the ego, with complete loss of the idea of self possible.
5. Severe emotional disorders: chronic anxiety, strange body symptoms, time distortion, depression.
6. Prolonged psychotic reactions, schizophrenia of all types, including catatonic, hebephrenic, maniac states and psychotic depression.
7. Rare, but possible chronic paranoia, with messianic delusions.
8. Adverse reactions to adulterating agents or impurities in the drug. These range from cocaine or methedrine to strychnine or atropine.
9. Possible, though very rare, spontaneous recurrences of the drug state with no apparent stimulus as much as six months later (research inconclusive).

On others:

1. Injury caused by accidents that occur when the drug user is panicky or frightened.
2. Toxic effects on certain cells - broken chromosomes or Philadelphia chromosomes in leucocytes (conflicting research at this time).
3. Mental strain, psychic pain to those sincerely concerned about the user's life style (if applicable).

Other considerations or facts about LSD and other hallucinogens:

1. Tolerance develops if the same dose is taken daily; however, the tolerance is usually lost within 48 hours.
2. No withdrawal symptoms accompany cessation of drug use.
3. Claims for reduced alcohol or tobacco use when a hallucinogenic is regularly used have not been substantiated.
4. May prove to be helpful in treating autistic (schizophrenic) children.
5. Not an aphrodisiac, but a disinhibitor (like alcohol); therefore, sexual activities may or may not be engaged in more rapidly, depending upon the implanting of ideas and the presence of erotic stimuli.
6. Physical effects: dialated pupils, with possible nausea, vomiting, chilliness, tremulousness, increased blood sugar.
7. In Europe LSD has been used psycho - therapeutically in small doses to reduce defensiveness, to increase emotional response of the patient to recalled materials, and to assist in retrieval of data

from the unconscious. In America it has been used experimentally with self-destructive patients.

8. Federal laws make the manufacture, transportation, giving away, or sale of LSD a felony, with resultant loss of civil rights and barrier to numerous vocations and professions, if convicted. State and local laws make possession and use either a felony or a misdemeanor.
9. Considered to be one means of expressing hostility toward and/or rebellion against the adult society. Use of this drug provides a social ritual, a focus of guiltless lawbreaking, and an effective medication to relieve undesired feelings of anger and aggression.
10. Very little trust can be put in the street name of a drug. Often what is called mescaline is really LSD, PCP, or DOM or other substances combined with speed.

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Central Nervous System Stimulants - Amphetamines

"Speed kills, but it takes a while." This statement in *The Speed Scene,* a film featuring Dr. David Smith, medical director of the Haight Ashbury Free Medical Clinic may sound harsh and a bit heavy. Nevertheless, the very potent danger of amphetamine and methamphetamine abuse is real.

Amphetamines have a high potential for psychological dependence, with tolerance developing within weeks when taken continuously. As much as 100 times the normal dosage may be injected by the long-term user.

Speed is thought by many to be the great escape drug, because at higher levels of usage it boosts the ego and gives the user a feeling of almost supernatural powers. Speed-freaks are notorious within the culture for being dishonest with themselves and for being unable to stop drug usage, even though progressive deterioration of the person is acknowledged by the user himself.

The immediate effects of speed use range from increased vitality for an extended period of time to the excessively elevated ego described above. When injected, methamphetamine may give a thrill or rush similar to sexual orgasm.

Possible, but not inevitable adverse effects:

On the user:

1. Excessive nervousness during and immediately following the state.
2. Severe apathetic depression following the "crash" when drug use is stopped.
3. Psychological dependence considered to be as difficult to deal with as dependence upon narcotics.
4. Increased tendency for sudden hostile, aggressive behavior beyond that warranted by the situation.
5. Progressive tissue damage (e.g., bad skin, long hair, liver damage, cardio-vascular deterioration).
6. Reduced resistance to disease (The most common cause of death among chronic users is pneumonia).
7. Chronic malnutrition and/or exhaustion following loss of appetite, dehydration, and insomnia.
8. Loss of critical mental function, such as judgment or memory.
9. Development of psychosis, particularly paranoia, in which the person feels others are plotting against him.
10. Overdosage leading to death.
11. Complications resulting from injection of drug (hepatitis, abscesses venereal disease).

12. At enormous dosage levels, injured brain cells.

On others:

1. Physical harm, even death, as paranoia and poor judgment develop. Violent attacks even upon close friends whom they perceive as enemies when under the influence of the drug are not uncommon at higher dosage levels.
2. Automobile accidents, bringing injury or death to others, increasingly probable with continued use.
3. Mental strain on the part of those concerned about the user's life style (if applicable).

Other considerations:

1. Amphetamines have often been prescribed by doctors for weight loss. Because of the frequency of abuse, many doctors refuse to prescribe them under any condition.
2. These drugs may be used for treatment of mild depressions, narcolepsy, and certain behavioral disorders of children, but only when carefully supervised.
3. Under emergency conditions these drugs may have a temporary usefulness in preventing sleep on those occasions when sleep is undesirable. In such cases their use is not recommended as a routine procedure.

4. Speed freaks are looked down upon by other members of the drug culture. Even junkies (heroin users) look down on them.
5. Amphetamines are among the most frequently abused "straight world" drugs. Housewives and businessmen have been particularly subject to their abuse. The cycle of uppers to get started in the day and downers to slow down in the evening has been referred to as the "housewife syndrome," although others, including successful businessmen, have fallen into the "upper-downer" trap. The frequency of physical emotional breakdown of the middle-and upper-class abusers has often been hidden under the diagnosis of extreme physical and mental fatigue by the family physician.

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Central Nervous System Depressants - Barbiturates

Barbiturates are among the most versatile drugs available, with over 30 widely used medically. They may be used for epilepsy, high blood pressure, in the treatment of selected mental disorders, and to induce sleep.

Although barbiturate abuse closely resembles alcoholic intoxication, barbiturate abuse is far more dangerous than the abuse of either alcohol or narcotics. Convulsions, which may follow withdrawal, can be fatal. Overdosage becomes a real danger even for those not intending extensive abuse. As memory and judgment are affected, an excessive number of pills may be taken as the user forgets how many he has taken previously.

Numerous prominent figures have died from depressant overdosage, both from deliberate suicide and accidental fatal combinations of pills and alcohol. Alcohol and barbiturates, regardless of which one is taken first, may so adversely affect judgment and memory that a fatal overdosage is taken.

Possible, but not inevitable effects:

To the user:

1. Increased emotionality with wide swings in mood not uncommon.
2. Physical injury as the result of poor physical and mental functioning while intoxicated, particularly if the user drives an automobile while taking the depressant.

3. Psychological dependence, often making sleep without the pills extremely difficult.
4. Psychological dependence upon the carefree feelings and feelings of security experienced from use of the drug.
5. Physical dependence as the result of continued use at extremely high dosage levels, with withdrawal extremely dangerous, making the supervision of withdrawal by a physician necessary.
6. Increased tendency toward the use of numerous other potentially dangerous drugs as judgment is impaired.
7. Death through accidental overdosage or as the result of a decision to commit suicide while under the influence of the drug.

To others:

1. Injury or death resulting from an accident caused by poor mental judgment or poor physical coordination while under the influence of the drug.
2. Mental strain of the habitual user's life as the drug has increasingly stupifying effects upon the user's personality.

Other considerations:

1. There are billions of pills containing barbiturates manufactured legally in this country each year. It is estimated that as many as one-half of these are diverted into illegal channels. In Mexico these pills

may be purchased without prescription. Often the pills are sold to fake drug companies, who smuggle them back into the country to be sold on the illegal market.

2. The mixture of alcohol and barbiturate use is particularly dangerous.
3. Tolerance to the drug develops rapidly, making the regular dependence upon the drug to induce sleep a particularly dangerous practice.

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Barbiturates

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Narcotics and Analgesics

Narcotic drugs include opium, the derivatives of opium (e.g., heroin, morphine, codeine), and synthetic drugs similar in structure and effect to opium (e.g., oxymorphine HCL, meperidine HCL, methadone HCL.) When used for non-medical purposes, these drugs are either smoked (opium), swallowed (codeine preparation), or injected.

The "high" induced by injected narcotics is so appealing that many experienced drug users stay away from them because as one person states, "The high is too good. I can control my use of other drugs, but the craving for junk is too much." Heroin is the most popular of the narcotics. It is what users call "junk," "smack," "scag," or just "H". The names are derogatory for good reason.

There are two factors necessary for a drug to be considered physically addicting. The first is that the user develop a tolerance to it, i. e., an increasing dosage is needed to maintain a constant effect. The second is that there be a physical withdrawal if the drug use is stopped. The financial problem brought about by the first and the fear coming from the second combine to make the addict's life almost entirely centered around his drug.

A person just beginning his involvement with heroin might spend two to ten dollars for a "hit" or "fix" of the drug. This would be enough to give him the euphoric, carefree state desired. This lasts four to eight hours. An addict who has been using heroin for a long time might spend as much as 100 to 200 dollars a day on his drugs. For this reason, an addict generally must turn to some illegal means for obtaining money. Perhaps the most common means is by becoming a dealer or seller of drugs. Even at this level, the profit is substantial. If the heroin is bought in large quantities, the price may be reduced as much as 70-80 per cent.

For many years heroin has been the oblivion drug of the ghetto. Now there is a substantial amount of use among suburban high-school-age people. What motivating forces could be operating within the use of narcotics at the high-school level?

Possible, but not inevitable adverse effects:

On the user:

1. Tendency to use a wide range of psychoactive agents.
2. Psychological dependence upon the drug.
3. Physical dependence upon the drug.
4. Reaction to impurities (Street heroin is usually less than 5% pure).
5. Psychological maturation arrested, with complete loss of motivation toward any goal other than the drug.
6. Withdrawal, which is an agonizing 36-72 hour process, involving nervousness, anxiety, sweating, muscle twitching, vomiting, diarrhea, desperation.
7. Inability to function socially or vocationally, leading to loss of job and/or family.
8. Forced into life of crime.
9. Overdosage, sometimes leading to death.
10. Accidental death or injury as a result of user's action in the drug state.
11. Extreme physiological deterioration.
12. Complications and diseases resulting from injection (e.g., hepatitis, skin abrasions, venereal disease)

On others:

1. Others become victims of theft, armed robbery, etc.
2. Often illegal drugs become more available to others. A user often becomes an active pusher.
3. Physical danger to others through accidents resulting from drug state.

4. Mental strain on others.

Some other considerations or facts about heroin and other narcotics:

1. Street heroin is of an undeterminable purity, ranging from 1 - 10%, so overdosage is common.
2. Injecting anything has dangers of its own, e.g., collapsed veins, hepatitis, abscesses, etc.
3. Heroin traffic is a business of organized crime. It is big business.
4. Heroin is used as a way to escape the traps of life, poverty, loneliness, etc. Most junkies admit it is harder to escape the trap of heroin than the traps of life.
5. Over the years, treatment programs have been notoriously unsuccessful, in some cases as low as three per cent success in rehabilitating addicts.
6. A number of legally produced narcotics are used by addicts. These often come in pill form and are crushed and dissolved in water by the addict, who then injects them.

Non-Narcotic Analgesics

Darvon (Lilly) Propoxyphene HCL

Talwin (Winthrop) Pentazocine

Medical science has for years been trying to find drugs which can be used in place of morphine-type analgesics (narcotics). Two of these are Darvon and Talwin. These drugs apparently lack the strong addictive tendencies of the narcotics, although they can produce euphoria states, and some cases of dependence have been reported. There is a definite withdrawal syndrome associated with prolonged use of Talwin.

Since these drugs can be used legally when given by prescription, there is a considerable potential for abuse by members of society who would not think of becoming a part of the illegal drug culture. Occasions of abuse resulting from the failure to adhere carefully to the doctor's instructions for use emphasize the need for the proper doctor-patient relationship in the use of any prescribed medical drug.

Alcohol

Alcohol is the social drug of the establishment, although a lot of beer is consumed by the anti-establishment forces as well. A good many in between these two groups take a drink at least every once and a while.

Numerous psychological and sociological factors must be considered in an examination of alcohol use and abuse. Alcohol is more firmly rooted in the history of man's progress into the modern technology of today than any other drug. It has even been suggested by some that man's desire for alcohol could have been a major factor in his decision to cease nomadic life and become a grain farmer in prehistoric times. In the Middle Ages, alchemists considered distilled alcohol to be the long-sought elixir of life, and it was used as a remedy for practically all diseases.

Within the United States, the 1920's ushered in a new era -national prohibition of alcohol - a movement based upon the belief that the evil was in the drug itself and that outlawing its production and use would rid man of its evils. However, neither the passing of the prohibition laws nor their subsequent repeal in 1933 solved the problems giving rise to alcohol abuse. Today, alcohol abuse is the major drug problem in the United States. Two recent surveys,conducted in 1963 and 1964-65,reported that 71 per cent and 68 per cent,respectively, of the American adult population drink alcoholic beverages occasionally. Another survey revealed that the percentage of high-school students who drink occasionally does not differ a great deal from the adult percentage. In this group of users, approximately one in ten seriously abuses it. It is estimated that there are over five million alcoholics - compulsive alcoholic users - in the United States. Alcohol is involved in over fifty per cent of automobile accidents resulting in one or more fatalities.

Alcohol is a central nervous system depressant. The brain is steadily put to sleep, beginning with the complicated centers of thinking and progressing to the lower centers of vital body functions. The exhilaration effect which may be felt during alcohol use is usually either from the release of tension or the increased loss of inhibition as the upper levels of the brain are affected. As with marijuana, the release of inhibitions may decrease the fears or release the values which have prohibited sexual activity; however, alcohol may have an adverse effect upon one's ability for performance, particularly at the higher dosage levels.

As alcohol is consumed, judgment, inhibition, and memory are first affected. Coordination, slurred speech, hearing and visual difficulties follow. Stumbling, falling, and eventually coma are the results of larger doses.

Possible, but not inevitable effects:

On the user:

1. Possible hangover with pounding headache, stomach upset, and nausea, followed by intense thirst and a general sense of weakness.
2. Possible injury or death if attempt is made to operate an automobile during or immediately following consumption.

3. Tendency to use or experiment with other psychoactive agents.

4. Possible loss of achievement motivation.

5. Possible gastro-intestinal difficulty.

6. Possible contribution toward vital organ diseases, such as cirrhosis of the liver.

7. Possible psychological dependence upon the drug with all major activities being related to and eventually affected by alcohol consumption, from general social discourse to intimate personal relationships.

8. Possible physical dependence, with the painful experiences of withdrawal from alcohol - tremor, nausea, cramps, vomiting, delusions and hallucinations.

9. Possible death if a very large amount is ingested very rapidly because the nerves that control breathing may become paralyzed.

On others:

1. Possible accidents from driving while under the influence of alcohol, with potential ranging from injury to death.

2. Business management reports a significant loss to the productive economy resulting from alcohol abuse.

3. Possible adverse effects upon the family as use tends to become more compulsive.

Other considerations:

1. The National Association of Student Personnel Administrators in regional drug conferences rated the problem of alcohol abuse on their campuses as much more serious and widespread than the problem of abuse of other psychoactive drugs.

2. Generally speaking, teenagers adopt the drinking patterns of their parents - neither better nor worse.

3. Teenage drinking provokes a much more emotional response from adults than adult drinking, with implications that the former is evidence of the deterioration of our society, the latter a matter of only passing concern. Neither of these attitudes is the realistic approach needed in dealing with alcohol abuse.

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Alcohol

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Marijuana, Hashish, THC

While it is a hallucinogen, marijuana can be treated as an almost separate drug type. The effects are much less intense than those of other hallucinogens, because a much lower dosage is involved. Some reputable pharmacologists feel it should be classified as a sedative - depressant, because of the similarity of its effects to those of alcohol. Marijuana is the leaves of the hemp plant. Hashish, the concentrated resins of the plant, is roughly four to ten times as strong. THC (tetrahydracannabinol) is the active agent in both of these drugs. It has been synthesized for experimental purposes, but it is not available to drug users because it is expensive to produce and highly unstable.

Marijuana is rapidly becoming the social drug of the youth culture. Until recently, its use was limited to the ghettos and a few avant-garde communities like North Beach, California, and Greenwich Village, New York. Today all large cities and wealthy suburbs have people who smoke pot.

Marijuana is a much publicized drug, often readily available. In some circles, you just aren't "hip" or "cool" if you don't smoke. You aren't considered grownup if you haven't tried grass. For many, smoking marijuana is the initiation rite into the group.

It is claimed by many that smoking marijuana gives insight, and many musicians claim you can't really play if you aren't stoned. These claims lead many to trying it, just to find out.

For many, marijuana becomes the central focus in their lives. Among the drug users, one may hear, "I can't relate to people if I'm not stoned," or, "You can't really get into music if you're not high." Or possibly even, "I can't face a new day without dope." "Grass is what brings me close to people."

What are the effects of marijuana? There is a debate now over whether the drug is dangerous. Forty years ago marijuana was "the killer drug." Today it is often called "the love drug." What has led to this change? It has been thought by many experts that the environment of the use, as well as the preconditioning of the user, greatly affect the drug experience. Thus if one takes the drug in an atmosphere of violence, expecting the drug to make him violent, it will. On the other hand, expectation of euphoria may do much in and of itself to produce the "high" experienced from grass.*

Researchers are currently attempting to determine the long-term effects of marijuana use. Many believe that the most serious possibility is reduction of motivation, memory, and initiative. It is often pointed out that in India, there is the rough equivalent of "skid row" for chronic hashish users.

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*Wiel, Andrew T., Norman Zinberg, and Judith Nelson. "Clinical and Psychological Effects of Marijuana in Man." Science, Vol. CLVII (December 13, 1968), pp. 1234-1242.

Possible, but not inevitable, effects:

On the user:

1. Tendency to use or experiment with other psychoactive drugs.
2. Possible loss of achievement motivation.
3. Possible as yet unknown physical effects.
4. Adverse reactions to adulterating agents, such as strychnine.
5. Possible psychological dependence.

On others:

1. Mental strain on those who sincerely care about the user's welfare in terms of future achievement and happiness (if applicable).
2. Possible accidents from driving while stoned, with potential ranging from injury to death.

Other considerations or facts about marijuana (THC)

1. Dr. Fredrick Myers, professor of pharmacology, University of California Medical Center, has concluded from his observations and study that marijuana should be considered primarily a sedative-hypnotic-anesthetic, placing it in the same class as alcohol. (Smith, David E. The New Social Drug. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., p. 4.)
2. Although marijuana does have a potential for psychological dependence, no physical dependence occurs with heavy use. No tolerance to the drug develops, and there is no associated withdrawal syndrome.
3. Historically, marijuana is second only to alcohol in popularity as a social drug and gives rise to some of the same social problems as found with alcohol.
4. As with alcohol, marijuana tends to lower an individual's inhibitions.
5. It has not been shown to increase creativity or give any special powers of insight.

6. The connection between marijuana use and heroin use is not that of a causal relationship. It has been demonstrated that many heroin addicts had prior experience with marijuana, but it is estimated that less than five per cent of those who use marijuana go on to heroin.

7. It may be adulterated with oregano, parsley, catnip, and other "fillers," as well as DMT, heroin, cocaine or other drugs.

8. The sale of marijuana has been primarily managed by individuals and small groups and less likely than the hard drugs (narcotics) to be controlled by organized crime. This makes attempts to control sale by law enforcement extremely difficult. However, there is evidence of increasing control of the market by organized crime in several metropolitan centers. Secret trips to police about amateur operations often come from organized crime to reduce competition.

9. Large numbers of American soldiers have been "turned on" to grass for the first time while in Viet Nam. It has been estimated that more than half the soldiers in Viet Nam have smoked marijuana.

10. "Alcohol abuse is the major drug problem in the United States; 80 percent of the adult population uses alcohol... and one in twenty abuses it. In addition, alcohol is a factor in close to 50 percent of the nation's major auto accidents. How can we regulate marijuana so that the statutes are consistent with the above potential of the drug, so that constitutional rights of the individual are not violated...., yet not reproduce the errors made with current alcohol regulation?" Smith, David, op. cit., p. 8.

11. An even greater question, "What can be done to provide for effective methods for individuals to solve the human-person problems which give rise to all forms of drug abuse?"

12. The "reverse tolerance" frequently reported with use of marijuana - that is, the more often it is smoked, the fewer the "takes" needed for the "high" - may be the result of the accumulation of its active ingredient THC in the tissues of the body, according to research reported by Axelrod and others in Science, Vol. 170, No. 3964. They found that THC remains in the body for as long as eight days after its introduction. They also found maximum mental effects were experienced within the first fifteen minutes, diminished between thirty minutes and one hour, and largely dissipated after three hours.

Tobacco

A series of health reports, beginning in 1953 with a paper presented to the New York Dental Association, and continuing, to include, among others, The Royal College of Physicians' Report on Smoking and Health (1962) and the 1964 Surgeon General's Advisory Committee on Smoking and Health, resulted in extensive publicity and a large amount of research on smoking behavior. The reports mentioned above generally concluded that not only is smoking potentially "hazardous to your health," but obviously causes lung cancer as well as other respiratory diseases. The message is clear - the more you smoke and the longer you smoke, the more likely you will be to die sooner.

Although it still seemed strange to some, many were not surprised (particularly the tobacco companies) that these facts did little to change the smoking behavior of the general public.

Considerations of modification of a behavior so firmly rooted in our culture - historically and economically - requires consideration of what needs are being met, what realistic alternatives are available, and how the satisfactions being received from smoking can be reduced.

As with the cases of other types of drug use, after both causes and consequences are examined, we finally reach the question "So what?" The answer to this question then becomes very personal and individual as each person develops his philosophy of living and his goals of life in terms of both life style and personal achievement.

Possible but not inevitable adverse effects:

On the user:

1. Shortness of breath.
2. Development of bad breath - and even some of your friends will not tell you.
3. Ingrained habit almost impossible to break - psychological dependence upon tobacco.
4. Chronic cough, possible bronchitis, emphysema.
5. Increased probability of coronary diseases.
6. Decreased resistance to numerous diseases.
7. Increased probability of lung cancer, with a heavy smoker 20 times more likely to contract the disease than a nonsmoker (Surgeon General's Committee Report, 1964)
8. Possible physical dependence upon nicotine, although extremely heavy dosage is required. There is some controversy as to whether the symptoms observed from tobacco withdrawal are physically or only psychologically caused.

Other considerations:

1. A feeling of belongingness can result when a person joins others in smoking. A feeling of satisfaction, often unconscious, can result when a person smokes by himself.
2. What happens when smoking is promoted as an adult activity, but those who

are desiring to become adults are criticized when they do it? What about double standards applied in the area of health behavior?

3. Smoking does contribute to air pollution - particularly for those who are standing close to the smoker or who are in the same room with him.
4. The government spends funds to educate about and reduce smoking. At the same time, enormous amounts of money are being spent to subsidize farmers who grow tobacco. How could this have developed? What makes the development of more consistent funding very difficult?

Volatile Substances (Tolune, Gasoline, Glues, Benzene)

The term "volatile" means easily evaporated. The most common abuse of substances of this type is glue-sniffing. In the same category is sniffing lighter fluid, gasoline, paint thinner, cleaning fluid, and numerous similar substances. Most labels on these substances have the warning, "Use only in a well ventilated, open area."

These substances, when used for physiological effect, are inhaled through the mouth or nose. They may be placed in a paper or plastic bag or used to saturate a cloth, which is then held to the nose or mouth.

Tolerance to the effects of inhalation of volatile substances develops rapidly. At first a few whiffs will produce a "jag," but soon large quantities are required.

The effect is one of depression of the higher centers of the central nervous system, the cerebral cortex first, which leads to a feeling of euphoria, pleasantness, possibly excitement. Further intoxication brings about drowsiness and stupor, sometimes leading to death.

Severe central nervous system damage has been reported. Elimination is through the kidneys; therefore, the kidneys are often seriously damaged.

Inhalation of volatile substances is considered dangerous and undesirable, even by experienced drug users.

A MERGING OF PRACTICALITY AND PHILOSOPHY

Two considerations arise in the discussion of the effects or consequences of drug use. One deals with the immediate effects, that is, the ability of the drug to give the person what is desired. One must carefully evaluate the immediate results to find the degree of success or failure of the drug to do what is wanted.

Secondly, there is the consideration of the long-range effects and the changes which may take place within the individual. These changes may adversely affect or inadequately prepare him for the realization of those long-range goals which have historically given meaning to life and which have often resulted in increased happiness.

This level of happiness, this type of euphoria, cannot be found totally outside the individual or totally within, but most often results from the effective interaction of the individual with the environment as he proceeds toward the realization of worthwhile goals.

When analyzing human behavior, be sure to consider the effects of that behavior upon the individual's motivations and personal resources. To what extent does this behavior develop or deteriorate the resources he will need for future growth and personal fulfillment?

Further study and discussion of the concepts contained in the paragraphs above, as well as of the numerous scientific studies noted earlier, should be of value as you examine both the immediate and long-term effects of drug use.

RAP IV-F

AN EXERCISE IN CREATIVE BEHAVIOR

What are some of the things you could do if . . .

1. You are curious about drugs because of what you see and hear from the mass media or from other kids?

   ____

   ____

   ____

2. You want to be accepted by the group and they dare you to smoke a joint?

   ____

   ____

   ____

3. You feel afraid?

   ____

   ____

   ____

4. You feel very alone, and the rest of the kids don't even know you are alive, much less want you to be with them?

   ____

   ____

   ____

5. Things at school and/or home are becoming almost unbearable?

____

____

____

6. You find doing very dangerous or risky things is very exciting and thrilling, and you like the feelings you get when you do them?

____

____

____

7. You want to be wanted by someone, to be loved?

____

____

____

RAP IV-G

WHEN YOU REACH THE END OF YOUR ROPE

We all do come to the end of our rope sometime - all of us. What do you do when you come to the end of your rope? Someone has said you should tie a knot and hang on! When you see the end of the rope in view, it does not hurt to call for help.

Most of us at some time become so entangled in our problems that going to someone for help is the smart thing to do. To whom you go usually depends upon:

1. The kinds of friends you have, and whether they have the understanding, experience, and ability to help.
2. Your relationship with your parents and the confidence you feel you can place in them.
3. The kinds of adults you have in your school -- teachers and counselors and other school personnel -- and the trust you can place in them to deal with you honestly and in a helpful way.
4. The other community agencies available for those who need help with special problems, whether or not they center on drug use.

It may prove valuable for your class to go into small groups to examine all four of the areas above. As you examine the situations in each area as they are, consider what could be done to make each as it should be.

Perhaps your class could visit some of the available local agencies which have been organized to help young people in solving some of their problems.

Why not take time out and privately list some of the problems you are having right now? Then see if you can identify those with which you need help. By help we do not mean someone solving your problems for you. The most important help you can get is the kind that helps you to solve your own problems. Learn to use the resources around you which can help you live a more effective, meaningful life.

If you find there are not enough resources available, you may decide to do something about it. Young people can do a great deal to help young people. This can include listening, providing support, supplying accurate information, and when necessary, recommending an available person with special skill, knowledge, and understanding to help youth with particular problems.

A number of high-school groups have formed a "Hot Line" for young people to call when they need help. Perhaps there are adults in your school who can help you organize a similar unit or activity. Knowing what agencies and people are available to help individuals in trouble is extremely important.

STUDENT FEEDBACK

TO THE STUDENT: You are participating in a program currently being developed through the cooperation of your school system and the Educational Research Council of America. You thoughts about the program will help in program development.

After listening to the special instructions to be given you by your teacher, please fill out the following.

I. Please rate the following by circling the appropriate number:

1. The curriculum materials used for Unit IV:

too difficult — too easy

1 2 3 4 5 6 7

dull — interesting

1 2 3 4 5 6 7

informative — uninformative

1 2 3 4 5 6 7

confusing — clear

1 2 3 4 5 6 7

2. The methods used to teach the material:

appropriate — inappropriate

1 2 3 4 5 6 7

disorganized well organized

1 2 3 4 5 6 7

helpful not helpful

1 2 3 4 5 6 7

unenjoyable enjoyable

1 2 3 4 5 6 7

II. If you had been teaching this unit, what materials or methods would you have used?

Other comments:

UNIT V

SELECTING WAYS OF MEETING DAILY SITUATIONS

Student
RAP
Sheets

A. LIFE-PLANNING EXERCISES

B. BE A FUTURE AUTOBIOGRAPHER

C. A SITUATION

D. FOUR METHODS OF VALUE SELECTION

E. SELF-DEVELOPED GUIDE FOR PERSONAL DECISION MAKING

F. CLARIFICATION OF PERSONAL VALUES

G. READINGS FOR VALUE CLARIFICATION

H. THE DECISION-MAKING PROCESS

I. IN CONCLUSION

LIFE-PLANNING EXERCISES

1. a. Draw a line below representing your life line:

   b. Put a check mark on it to show where you are now.

   c. Share this life line with your discussion group and discuss the concepts:

      of birth

      of life

      of death

   d. Write comments or ideas you want to remember under each of the above.

2. a. Write 10 different answers to the question "Who Am I?" below:

b. After doing the above, rank your answers according to the ones which are most important to you - the ones most important at the top, the least important or ones you would like to get rid of at the bottom.

c. Share your answers with your discussion group.

3. Write five different answers to the question "Why Am I?" and then rank them according to importance to you:

4. Write three different answers to the question "Where Am I Going?" and then rank them according to importance to you.

You may wish to share the above with your group.

5. There has been considerable debate and discussion about the "good life." What do you conceive to be the "good life," objectives which would be worthy of a person's pursuing in life? You may wish to discuss this topic with other class members from time to time.

BE A FUTURE AUTOBIOGRAPHER

A. Write down some short descriptions of things that might be true of your life in the future. Try to include primarily those things which you feel might be the most important aspects of your future life.

RAP V-C

A SITUATION

A. Situation: Jim is invited over to Bill's house, where he and a few other guys are going to smoke pot. Up to now Jim has never done it. He has often thought about it and wondered what he would do if the guys asked him. He likes these guys. They hang around together at school and get along well together. A good group. Now the invitation from Bill.

B. Given this situation, if you were Jim what might you do?

C. Why would you follow the course of action you have described above?

FOUR METHODS OF VALUE SELECTION

Below is a description of four methods people use to develop their guidelines for behavior. These methods of value development have been the subject for discussion by moral philosophers for some time. You may wish to read what some of them have had to say about the methods which they felt would lead man to a better, happier life. You will find a bibliography of readings for some of these philosophers on the back of this RAP Sheet.

Perhaps you used one of these methods in response to the situation presented in the preceding RAP Sheet. You may want to discuss each of them with your teacher and fellow class members.

1. The acceptance of authority. In this method someone or something influences the individual in his choice of goals and selection of a particular action (parents, church, persons admired, Bible, tradition, teachers, etc.). One accepts the principles, commands, or rules because of what the authority has said. This acceptance of authority can be of two kinds: uncritical acceptance (you do not question, just obey) or reasoned acceptance (you give thought to what it means to follow what is set forth).
2. Thinking it through - rational. One just decides the logical thing to do. He logically determines what to do, disregarding what others say or what experience may have revealed.

3. Feeling - One makes a decision based on feeling only; it just "feels" like the thing to do. Emphasis is placed on being spontaneous and following one's impulses.

4. Observation and testing. One endeavors to consider all the alternatives and their probable consequences. He either tests them out in practice or tries to discover what has happened to others when they have selected this method of action.

Quite often individuals combine two or more methods. For example, a person might accept the statement of some authority and then, by observation and testing, see if such statements are true.

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SELF-DEVELOPED GUIDES FOR PERSONAL DECISION MAKING

As each of us continues to grow, he has numerous experiences. From these experiences we learn. We begin to develop certain general guides to behavior. These guides tend to give direction to life and may be called values.

Since we all have different experiences, we could expect that different people have different values, or guides to living. We could also expect that as we grow, these values may change as we learn from our experiences and reexamine the values we hold.

Sometimes there is a conflict between two or more things we value. For example, we may value honesty and telling the truth, but we also value the feelings of our friends. How do we tell a friend how bad the new dress she bought looks when she asks, "How do I look?"

Teenagers are often placed in difficult positions when they hold to both the values of loyalty to the peer group and the adult values of social responsibility. For example, it is not too hard to keep quiet when the teacher asks, "Who threw that piece of paper?" However, when an adult asks about the extent someone may be using drugs, even though you know the person is hurting himself by abuse, you begin to question what real loyalty is and what should be valued most. This is a rough decision, in which at least two commendable values find themselves in conflict.

How do we develop our values, our guides for living? Where do they come from? How are they modified? Examine your responses to the situation in the exercise just preceding. Look at you responses to the question of why you decided to follow the course of action you selected.

CLARIFICATION OF PERSONAL VALUES

Drs. Raths, Harmin, and Simon,[1] who have studied the process of value development for a number of years, suggest that there are seven requirements for a personal value to develop.

The action or behavior the person has selected must be:

1. Chosen freely. If we are forced into a decision or into doing something, there has been no freedom of choice. We are being directed by something outside of ourselves instead of being guided by a principle that operates on the inside.

2. Chosen from among alternatives. There can be no free choice unless there is more than one choice to make. Often, however, we fail to look for alternatives when we actually do have a choice.

3. Chosen after careful consideration of the consequences of each alternative. Acting on impulse or feeling does not lead to values or principles to guide one's behavior. One could value acting upon impulse, because there are alternatives - namely, thoughtful consideration - but if a person consistently fails to consider a range of alternatives and the consequences, both immediate and long-range, of each alternative, his behavior will probably be erratic, unpredictable, and without direction.

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[1] Louis Raths, Merrill Harmin, and Sidney Simon, Values and Teaching. Charles E. Merrill Books, Inc., 1966.

4. Prized and cherished. When we value something we hold it in esteem, respect it, and we receive a degree of satisfaction from those decisions we made in which the value was maintained.

5. Affirmed. When we have chosen something freely, after consideration of alternatives, and when we are reasonably satisfied, we are willing to publicly affirm the value which guided the choice. If we are ashamed of our choice, then the principles operating in its selection were probably not what we would call values.

6. Acted upon. The decision leads to action. When we have a value, it shows up in our daily living. We can talk about the importance of "love," but such a principle is valued only if it finds its way into action.

7. Repeated. When something reaches the stage of being a value, it reappears in other decisions. It is this reappearance that indicates the existence of a principle which gives some direction and consistency to behavior.

The use of the Value Sheets in the following RAP Sheet provides just one of the means to engage in the process of value clarification suggested by Raths, Merrill, and Simon.

READINGS FOR VALUE CLARIFICATION

The following readings have been selected to stimulate individual thought and group discussions of those principles we individually cherish or value. The aim of these exercises is not to tell you what you should or should not believe, but to openly confront you with opposing positions so that you can clarify for yourself beliefs or values which you may hold at this time.

As you engage in the following exercises, examine your reactions to see if they suggest the principles which you have selected to guide your life. Continue to examine alternatives and to consider the consequences of each. Your own personal values may grow in meaning as you discuss the exercises.

VALUE SHEET 1

Illegal Behavior[1]

DIRECTIONS: Write out answers to the questions below. Later, you will have a chance to discuss your answers with a small group of students. You need not reveal your answers to anyone if you choose not to do so.

New Rochelle, N. Y., Oct. 27* -- When the red light turns to green and reads "Thank You" at any one of the automatic toll booths of the New England Thruway here, it does not always mean what it says. At least not if the motorist has short-changed the machine or dropped lead washers or foreign coins into it.

The state police reported today after a two-week campaign against toll cheaters that they had arrested 151 persons. They have been fined in City Court from $25 each for first offenders to $250 for multiple offenders.

Lieut. Thomas F. Darby reported that the offenders included a clergyman, a doctor, a dentist, an atomic scientist, lawyers and quite a number of engineers, advertising men and salesmen.

What the offenders did not know, the lieutenant said, was that new tollbooth glass with one-way vision prevented them from seeing watchful troopers inside.

Neither did they know, the lieutenant continued, that the license plate of each offender was recorded, along with the objects he dropped into the machine.

*Date line "New Rochelle," The New York Times, October 26, 1961. 1961 by The New York Times Company.

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[1] Louis Raths, Merrill Harmin, Sidney Simon, Values and Teaching, Columbus Ohio: Charles E. Merrill Books, Inc., 1966, p. 86.

1. Under what circumstances would you try to pass a toll machine without properly paying the fee? Check the most applicable reply below.

_____ Only if I was certain that I would not be caught.
_____ If I felt I had a good chance of not getting caught.
_____ Never, under any circumstances.
_____ Only if I needed the money desperately, like for family food supplies.
_____ (Write any other choice that better suits you:)

2. Among the 151 persons arrested, there were one clergyman, one doctor, one dentist, and one atomic scientist. There were several lawyers, engineers, advertising men, and salesmen. Do you think this means that persons in the first group of occupations are more honest than those in the second group? Discuss.

3. Do you think that this behavior is serious? Do you think these persons are likely to be dishonest in other ways that would be more serious? Discuss.

4. Return to Question 1 and put an X by the reply that you would make to this: Under what circumstances would you keep a dime that was returned in error in a phone booth?

5. How do you account for any differences in your answers to Questions 1 and 4, if any?

6. Are you clear about how you feel about illegal behavior? Discuss.

VALUE SHEET 2

Civil Liberties[2]

Below are several paragraphs relating to one issue. Select the paragraph that comes closest to your own position and change the wording in it until it represents your thinking as exactly as possible. Or you may write a new position if none of the ones listed is close to the one you prefer. You may wish to combine two paragraphs. The idea is to get a statement about which you can say, "This is where I now stand."

A useful way to decide between alternatives is to identify the consequences of each of the positions and then to decide which set of consequences it is that you prefer to come about. You may, of course, use other sources of information before committing yourself to a position.

1. Freedom is basic to the existence of a democratic society. This does mean license to do as one sees fit. Within the limitation of not interfering with someone else's freedom, it is desirable for the individual to pursue his own self-interest.

2. In our society, everyone has freedom. One may do, think, and say that which he believes. We draw the line at a point, however. In the best interests of our society, we cannot permit anyone to hold doctrines or to preach anything that might undermine our society as it stands now. Erroneous beliefs, therefore, cannot be treated with the same tolerance as the normal and accepted doctrines, since their sole purpose is to destroy the very foundation of our society. Any dangerous opinions and beliefs must, therefore, be curbed.

3. Many persons think of freedom as the right of suffrage, but this is only an illusion that one is free. He who thinks that his power of freedom comes from his vote has only to compare the power he has with that of the international financier or a big businessman; voting provides freedom only in a flimsy parliamentarian sense. It is an illusion in which man is like the trained dog who thinks he learned the tricks by himself.

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[2] Ibid., p. 93.

4. The only true freedom that can ever exist comes about when we allow so-called truth and error to clash in the open market place of ideas. We cannot suppress any heresies nor can we censor thoughts, ideas, or practices; nothing is heretical. We must promote and encourage differences of opinion, and we must discourage uniformity of thinking. It is only in this way that we can prevent a tyranny of the mind and body from ever imposing itself.

5. True freedom is non-existent. Man acts out a plan that is set for him before he is five years old. His emotions reflect the society into which he is born. All his actions also reflect that society and are determined by it. Even his conception of freedom is one which has been drummed into him by the particular society. Convinced that he is free, it never occurs to him to question the fact that even in the ability to leave society, he is a slave to its laws.

VALUE SHEET 3

Friendship[3]

1. What does friendship mean to you?

2. If you have friends, did you choose them or did they get to be your friends by accident?

3. In what ways do you show friendship?

4. How important do you think it is to develop and maintain friendships?

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[3] Ibid., p. 95.

VALUE SHEET 4

Minding Your Own Business vs. Helping Those in Need[4]

I. Some persons say that men are basically selfish, that one must watch out for himself, that it's best to serve your own purposes, avoid hurting others, and "Mind Your Own Business."

II. Other persons say that men must stick together and help one another, or they will fall separately, that no man is an island, that each man's fate is interwined with other men's fates, and one should "Help Those in Need."

1. What label might be appropriate for each of those positions?

2. Is this a case of "either-or," either you support one position or the other? Are there other positions that one could take concerning this issue? If possible, identify some other positions.

3. Professor Laurence Hopp of Rutgers University suggests that persons who have experienced social injustice, who have experienced feelings of being unfairly treated, are likely to take the second position. Would you agree? Have you any evidence for your ideas about this?

4. It has also been suggested that those who have experienced success, who have power and privilege, would likely take the first position, regardless of whether or not they have earlier experienced social injustice. Would you agree? Have you any evidence for your ideas about this?

5. What other explanations might account for a person's preferring one position over the other? List them and discuss each briefly.

6. Read each of the eight situations below and try to identify what you would do in each case. Although not all the information is provided for any of the situations, make the best estimate you can of what you would do if you were faced with such a situation in the future. Try to be as realistic as possible in your choice of actions. When you are finished, try to summarize your position regarding the issues: Minding Your Own Business vs. Helping Those in Need.

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[4] Ibid., p. 95-97.

Situation A

You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors by the throat.

Situation B

You are in a group of persons with whom you would like to be friends. Two members of the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few are silent.

Situation C

The young married couple that lives next to you has a little boy, three years old. During a friendly visit with them, you observe that they are energetically teaching that boy to hate a minority group.

Situation D

An unpleasant-looking man approaches you on a corner and asks you for a dime for a cup of coffee.

Situation E

Someone asks your advice on a tax law that must be voted on in the forthcoming election. The proposed law would not change the total amount of money collected, but it would increase taxes for those in the middle and upper income brackets and decrease taxes for those in the lower income brackets.

Situation F

You hear that the Indians on the reservation in the next state are suffering from severe poverty and that nobody is doing much about it.

Situation G

You read that Negroes in some areas of the North and South continue to suffer discrimination and that they are sometimes beaten or even murdered and that the white persons in those areas are angry with those trying to interfere with the way things are.

Situation H

You are asked to make a judgment about U. S. foreign policy. The leaders of country XYZ are about to be thrown out by the citizens there because they are not doing the kind of job that the majority of the citizens desire. Those leaders appeal to the U. S. for armed support, to keep the citizens from removing them. The U. S. government is concerned because the current leaders vigorously support the U. S. A. in international disputes, while the new leaders that would probably emerge in that country are not expected to support the U.S.A. in international matters and would probably request the removal of a large American air base on their territory.

VALUE SHEET 5

Home of the Brave?[5]

I used to be an idealist. When there was a picket line, I would picket. When there was a sitdown, I would sit. When there was a demonstration, I would demonstrate. I sat for two days in front of a store that wouldn't hire "minority type" people - I felt that they should have a fair chance in the land of opportunity, that all men are created equal. They told me to go to Russia. I was born in Brooklyn!

Then there was the time I marched around the U. N. and handed out leaflets saying that we shouldn't use bombs to kill each other, and that man should study war no more. They called me an atheist!

Once I was arrested for going into a school with a sign saying that all children are entitled to an equal opportunity to education, like the Supreme Court says the Constitution means. They called me a Communist!

Soon I got tired of being called all these names, so I gave up. I don't care if half of them starve. I don't care if they don't all get educated. I don't care if they kill each other with bombs. I don't care if their babies die from radiation. Now I'm a good American. *

*Gary Ackerman, Castle, October 8, 1963.

To think on and to write on:

1. What do you think this writer is for and what against?
2. Have you had any experiences like his?
3. Who are some people you think should be concerned about the problems he mentions?

4. Are there any things which you are working to change, to set right, to improve? Discuss briefly.

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[5] Ibid. p. 100.

VALUE SHEET 6

The Politics of Ecstasy
Timothy Leary
G. P. Putnam's Sons, N. Y., 1968

p. 215

My advice to myself and to everyone else, particularly young people, is to turn on, tune in and drop out. By drop out, I mean to detach yourself from involvement in secular, external social games. But the dropping out has to occur internally before it occurs externally. I'm not telling kids just to quit school; I'm not telling people just to quit their jobs. That is an inevitable development in the process of turning on and turning in.

Mostly all social decisions are made on the basis of symbolic pressure--symbolic reactions. Most men and women who drop out of the secular game to become monks and nuns are doing it under the pressure of freaky sexual or social game harassments. Such decisions are blind and unconscious.

American society's an unsane and destructive enterprise. But before you can take a posture in relationship to this society, you have to sanitize yourself internally. Then you drop out, not in rebellion but as an act of harmony. . . .

p. 222

Drop Out--detach yourself from the external social drama which is as dehydrated and ersatz as TV.

Turn On--find a sacrament which returns you to the temple of God, your own body. Go out of your mind. Get high.

Tune In--be reborn. Drop back in to express it. Start a new sequence of behavior that reflects your vision.

But the sequence must continue. You cannot stand still . . . .

p. 226 Drop out means exactly that: drop out.

Most of the activity of most Americans goes into robot performances on the TV-studio stage. Fake. Unnatural. Automatic.

Drop out means detach yourself from every TV drama which is not in the rhythm of the turn-on, tune-in, drop-out cycle.

Quit school. Quit your job. Don't vote. Avoid all politics. Do not waste conscious thinking on TV-studio games. Political choices are meaningless.

To postpone the drop-out is to cop out.

Dismiss your fantasies of infiltrating the social stage-set game.

Any control you have over television props is their control over you.

Dismiss the Judaic-Christian-Marxist-puritan-literary-existentialist suggestion that the drop-out is escape and that the conformist cop-out is reality. Dropping out is the hardest yoga of all.

Make your drop-out invisible. No rebellion--please! . . . .

1. What do you feel about Leary's theories?

2. Describe the kind of world this might be if we followed his suggestions.

3. What does he say that you agree with?
   Why do you agree with these points?

4. What does he say that you disagree with? Why?

VALUE SHEET 7

Youth
United Church Press
March 15 and 29, 1970

p. 38 & 39

BUT WHAT CAN I DO?
LISTEN TO WHAT OTHERS SAY . . .

"Adults are always saying that they know what we kids are AGAINST, but they don't know what we're FOR," said the son.

"The truth is," replied his father, "the same can be said about most adults. But more important is knowing WHY you support a certain position. And it's more than just knowing the facts about a subject or a situation. It means knowing yourself."

"What do you mean?"

Well," his father paused thoughtfully, "aren't you more likely to believe someone whom you trust more than someone you don't trust? Aren't you more likely to respect the critical analysis of a mature and objective person than an insecure and prejudiced person, no matter how much education each has?"

"Yes, but what's that got to do with what I'm for and against?"

"To be informed enough to take a stand for or against means, first of all, being a good listener," his father lectured philosophically. "And a major part of being a good listener is knowing your source--his motivations, his knowledge, his experience, his hang-ups, his strengths, his weakness, etc. This is true whether you're listening to a speaker or teacher or preacher, or reading a book or magazine or newspaper, or watching a TV commentator."

"That's obvious," his son responded impatiently. "I can spot a phony a mile away."

"It's easier to sense the phoniness in other people than in yourself," said the older man. "For example, you have said some members of your underground paper are there because it's the latest fad, not because they really believe in your fight to free the regular student paper from the censorship of the school administration."

"But at least they're doing something and not being apathetic like the rest of the kids at school."

"True," his father responded, "but if they are not honest about the reasons why they're involved in that paper, they're just as phony as the so-called Establishment they are attacking. Being a good listener means asking the right kind of critical questions of yourself and of the speaker."

"It's like a conscience!"

"Precisely!"

"But, Dad, I don't want to act like I know it all."

"Right again!" Dad responded. "You ask your questions in such a way that shows your own openness, your search for the truth with him as a fellow seeker, but your acceptance of him even though you might not agree with him."

"Dad, you always make it sound so easy and yet so hard."

1. Why does it sound easy?
2. What makes it hard?
3. How might we handle conflicts resulting from different personal values?
4. How do you determine whom to believe about different things?

VALUE SHEET 8

Two views about how to deal with our most pressing problem:

I

p. 144 The question of violence has been cleared up. This country was born of violence. Violence is as American as cherry pie. Black people have always been violent, but our violence has always been directed toward each other. If nonviolence is to be practiced, then it should be practiced in our community and end there. Violence is a necessary part of revolutionary struggle . . . .
Negroes are so sold on nonviolence that if they received a letter from the White House saying to report to concentration camps, they would not hesitate. They'd be there on time! If we examine what happened to the Jews, we find that it was not the Germans who first began to remove Jews. It was other Jews! We must be prepared to fight anyone who threatens our survival. Black and white. The rebellions taught Blacks the value of retaliatory violence. The most successful rebellion was held in Plainfield. It was successful in the sense that white violence was minimized. The only death that occurred in Plainfield was that of a white racist cop. We know how sensitive America is about the killing of policemen--especially white policemen. But both National Guardsmen and local police were afraid to shoot up the Black community because the brothers had just stolen two crates of guns. Each one of these guns would shoot seven times before you load it, which makes it hard to hold it; eight times before you cock it, and it takes a man to stop it. The very fact that white folks fear guns shows the value in being armed. Power, indeed, must come from the barrel of a gun . . . . (Die Nigger Die!; H. Rap Brown; The Dial Press, Inc., N. Y., (1964)

II

In recent months several people have said to me: "Since violence is the new cry, isn't there a danger that you will lose touch with the people in the ghetto and be out of step with the times if they don't change your views on nonviolence?"

My answer is always the same. While I am convinced the vast majority of Negroes reject violence, even if they did not I would not be interested in being a consensus leader. I refuse to determine what is right by taking a Gallup poll of the trends of the time. I imagine that there were leaders in Germany who sincerely opposed what Hitler was doing to the Jews. But they took their poll and discovered that anti-Semitism was the prevailing trend. In order to "be in step with the times," in order to "keep in touch" they yielded to one of the most ignominious evils that history has ever known.

Ultimately a genuine leader is not a searcher for consensus but a molder of consensus. I said on one occasion, "If every Negro in the United States turns to violence, I will choose to be that one lone voice preaching that this is the wrong way." Maybe this sounded like arrogance. But it was not intended that way. It was simply my way of saying that I would rather be a man of conviction than a man of conformity. Occasionally in life one develops a conviction so precious and meaningful that he will stand on it till the end. This is what I have found in nonviolence.

One of the greatest paradoxes of the Black Power movement is that it talks unceasingly about not imitating the values of white society, but in advocating violence it is imitating the worst, the most brutal and the most uncivilized value of American life. American Negroes have not been mass murderers. They have not murdered children in Sunday school, nor have they hung white men on trees bearing strange fruit. They have not been hooded perpetrators of violence, lynching human beings at will and drowning them at whim.

This is not to imply that the Negro is a saint who abhors violence. Unfortunately, a check of the hospitals in any Negro community on any Saturday night will make you painfully aware of the violence within the Negro community. By turning his hostility and frustration with the larger society inward, the Negro often inflicts terrible acts of violence on his own black brother. This tragic problem must be solved. But I would not advise Negroes to solve the problem by turning these inner hostilities outward through the murdering of whites. This would substitute one evil for another. Nonviolence provides a healthy way to deal with understandable anger. (Martin Luther King, Jr. Where Do We Go from Here, pp. 63-64.)

1. How do these two approaches differ?
2. Speculate on the probable reason WHY they differ.
3. Which approach seems more reasonable to you?
4. How does one know what to believe?
5. Any implications here for your reading or believing?

VALUE SHEET 9

Democratic Educational Theory
Ernest E. Bayles
Harper and Brothers, N. Y. 1960

p. 104 - 105 If we are willing to settle for short-term, immediate ends, the proverbial "bird in the hand" without considering the possibilities of the two or perhaps even more in the bush, then our hierarchy of values is measured on that kind of a scale. If, on the other hand, we are inclined to judge immediate ends and present values in light of broader, deeper, carefully considered, lifelong aims, even those perhaps which extend beyond our own life spans, then our hierarchy of values is of an entirely different kind. We are not seeking the welfare of others rather than that of ourselves; we are looking to our own welfare, but broadly rather than narrowly; not in terms of philanthropic altruism, but of enlightened self-interest.

It is on this point that there is widespread misinterpretation of pragmatic or relativistic theory; some of it the result of misinformation, some of it seemingly willful. The term "selfishness" is commonly used as one of reproach. And pragmatism is frequently presented by detractors as involving a value-system which is nothing but narrow, short-sighted selfishness. The argument is that "the pragmatic way" is to seek what will make the most for one - here and now - and to disregard long-run outcomes. This, it seems, is what the word "selfishness" is commonly taken to mean. To be selfish is always to seek immediate, personal advantage, regardless of what may be a final outcome.

On the other hand, enlightened self-interest introduces a flavor of caution into one's planning. It causes one to consider not only what will be an immediate outcome but also what a given procedure will achieve in the long run. This is what, for Dewey, is discipline-disciplined action and disciplined thought. To adopt a given line of action, he says, even though it involves effort and perhaps considerable discomfiture but because it will lead to satisfaction of long-run objectives or desires, and to persist in such a line even in the face of difficulties and discouragements, is to be disciplined. This is the discipline of a person who evinces wisdom, the discipline of enlightened self-interest. To set up a philosophy which involves a value-system based on such considerations can hardly be reasonably characterized as something which would constitute "the solace of a wastrel," or the short-sighted selfishness of emotional immaturity.

The doctrine of enlightened self-interest is not claimed to be one of philanthropic altruism; of always considering others before self. It is, indeed, one of considering self before others and of expecting others to do likewise. For who can I expect to take into account the welfare of myself and of those whom I hold dear as much as I would myself do, or as much as I should do for myself and mine? This, as we shall see, is the genius of democratic commitment; that each is fully expected, in fact considered obligated, to present and to work for his own interests to the end that they will as far as possible be incorporated in a final decision. By working on equal terms with others similarly motivated but all committed to abide by the effective decision, the common good will be more adequately achieved than in any other way, and the good of individuals as well. In this way minority rights are protected. This is democratic conviction and expectation.

The adjective "enlightened" is what makes this concept differ from what ordinarily is communicated by the term "selfishness." An enlightened self-interest is one which makes for a generous, outgoing self; one which takes pause in order to differentiate between the "desired" and the "desirable"; one which is disciplined to take into account more remote and more inclusive interests while reaching decisions on what to do about presently desired enjoyments; one which is able to discern whether and when the self is better served by foregoing immediate, short-term gains for the self alone in favor of longer-term gains for one's entire group . . . .

p. 113 With regard to what is right, what is good, or what is beautiful, relativism assumes no absolutes, God-given or otherwise. A person's ethics, values, and aesthetics-his axiology-are assumed to be his own. Recognized as such, only a consummate egotist could with reason assert (or even insist) that his own represented ultimate, final rectitude and all others should acknowledge it as such. An absolutist, on the other hand, could with reason and humility make such an assertion because, in effect, he could say, "It is not I who speak, but God who speaketh through me." To this, however, a relativist would respond, "How can you know this?" And no absolutistic answer to this question could logically be accepted by a relativist as bearing any semblance of truth, for no statement regarding God's sayings can possibly be tested experimentally . . . .

1. How can something be good for us personally, but bad for those around us?
2. Why should we search for alternatives which help both ourselves and those around us at the same time?
3. Is it wrong to do something for yourself?
4. Can a person be "selfish" and "selfless" at the same time?

VALUE SHEET 10

It has been suggested by some that living involves the inter-relationship of numerous faiths - faith in one's self, in humanity, in a power beyond that of man.

Martin Luther King, Jr., addresses himself to these dimensions . . .

> Any complete life has the three dimensions suggested in our text - length, breadth, and height. The length of life is the inward drive to achieve one's personal ends and ambitions, an inward concern for one's own welfare and achievements. The breadth of life is the outward concern for the welfare of others. The height of life is the upward reach for God.
>
> Let us turn, first, to the length of life or the individual's concern about developing his inner powers. In a sense this is the selfish dimension of life. There is such a thing as rational and healthy self-interest. The late Rabbi Joshua Liebman pointed out in an interesting chapter in his book Peace of Mind that we must love ourselves properly before we can adequately love others. Many people are plunged into the abyss of emotional fatalism because they do not love themselves in a wholesome way.
>
> Every person must have a concern for self and feel a responsibility to discover his mission in life.
>
> Potential powers of creativity are within us, and we have the duty to work assiduously to discover these powers.
>
> After one has discovered what he is made for, he should surrender all of the power in his being to the achievement of this. He should seek to do it so well that nobody could do it better.
>
> Set yourself earnestly to discover what you are made to do, and then give yourself passionately to the doing of it. This clear onward drive toward self-fulfillment is the length of a man's life.
>
> Some people never get beyond this first dimension. They may be brilliant people who superbly develop their inner powers, but they

are shackled by the chains of a paralyzing self-centeredness. They live within the narrow confines of their personal ambitions and desires. What is more tragic than to find an individual who is bogged down in the length of life devoid of breath?

If life is to be complete, it must include not only the dimension of length but also of breadth by which the individual concerns himself in the welfare of others. No man has learned to live until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.

This recognition of the oneness of humanity and the need of an active brotherly concern for the welfare of others is the breadth of man's life.

One more dimension of the complete life remains, namely, the height or that upward reach toward something distinctly greater than humanity. We must rise above earth and give our ultimate allegiance to that eternal Being who is the source and ground of all reality. When we add height to length and breadth, we have the complete life.

Just as there are some people who never get beyond length, so there are others who never get beyond the combination of length and breadth. They brilliantly develop their inner powers, and they have a genuine humanitarian concern. But they stop short. They are so earth-bound that they conclude that humanity is God. They seek to live without a sky.

What then is the conclusion of the matter? Love yourself, if that means rational and healthy self-interest. You are commanded to do that. That is the length of life. Love your neighbor as you love yourself. You are commanded to do that. That is the breadth of life. But never forget that there is a first and even greater commandment: "Love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind." This is the height of life. Only by a painstaking development of all three of these dimensions can you expect to live a complete life. (Martin Luther King, Jr. Strength to Love, pp. 69-77)

1. What is your first most immediate reaction to the above? Use free association. Don't write sentences; just put down words.

2. What would you identify as the reasons for your responses?

3. Discuss openly your feelings about each of the dimensions the author describes.

4. How could a person who believes the above become a focal point of national controversy?

5. Given many alternatives, what do you believe in?

THE DECISION-MAKING PROCESS*

Steps involved in making effective personal decisions include the following:

1. First, you examine what feelings you are trying to satisfy, what motivating forces seem to be operating.

2. Second, you examine the probable immediate and remote effects of a selected behavior.

3. Third, you examine the behavior in light of your own personal standard, your own goals and philosophy of life.

4. Fourth, you may decide either for or against the selected behavior at this point in time.

5. Fifth, if the conflict is not resolved, you search for an alternative course of action that will satisfy the feelings you are trying to work out and that will have the probable effects that will fit your standards.

6. Sixth, a decision is made.

7. Seventh, you examine the results of your decision, modifying your behavior to more effectively reach your goals if the decision fails to do what you wanted it to.

Application

I. Situation: You are encouraged by a couple of friends to break into the school and mess things up a little.

1. Examining what feelings might be involved --
    To feel a part of the gang
    To get even with school authorities
    To use up restless energy
    To feel important by having everyone talk about what happened
    To feel excitement, thrill

---

*Alexander Campbell, Learning to Decide, ERCA.

2. Examining the possible effects ---

Short-term:

You might have a good time doing it.

The school may be left a shambles and valuable property could be destroyed.

School might be closed for a few days.

You might get caught.

Long-term:

You might be severely punished if you are caught.

If caught, this would always be a mark on your record.

It could disappoint people who care for you or who respect you.

You would have guilt feelings about having done it.

The destruction could interfere with your education and that of others.

3. Examining and applying your standard --

When faced with a situation such as this, you have to make a decision, not only on the basis of the feelings you have and the probable effects of the behavior, but also on the basis of your standard for life -- that is, on the basis of what is most worthwhile and important to you. You want to ask yourself: "What is my goal in life? What is of greatest value to me?"

a. Belong to a group
b. Get a good education
c. Not hurt other people
d. Do something worthwhile with my life
e. Have fun
f. Make lots of money
g. Make other people happy

4. Possibly a decision for or against on the basis of Numbers 1, 2, and 3 above.

5. If no decision or decision against the action is made, then search for alternative courses of action that would take into account both a person's feelings and the kind of effects that would fit his standards.

Possible alternate courses of action:

   a. Try to talk the boys out of it.
   b. Suggest to the boys that they do something else over the weekend.
   c. Talk to your parents and get ideas of what to do.
   d. If there is a teacher you feel you could trust, talk to him about it.
   e. Inform on the boys.

6. Final decision

7. Observation of effects - examine the results of the decision.

II Situation: A young man who is concerned about persons who live in ghetto neighborhoods in the innercity is asked to circulate open housing pledges in his own attractive community.

1. What feelings might he be trying to satisfy?

   - Knowing his own desire for a pleasant, healthful place to live, he is aware of the universal desire of all persons for this; therefore he would like to see their feelings satisfied.
   - He has a desire to accomplish something worthwhile that will help others.
   - He thinks his parents would approve of his behavior.

2. What might be the effects of his course of action, which seeks to get people to sign open housing pledges?

   - Might get a lot of attention
   - Might create a climate conducive for ghetto residents to move in.
   - Might incur the anger of the residents.
   - Might get the young man in trouble with his friends.
   - Might make little contribution to the problem.
   - Might create a group of persons interested in the problem.

3. What happens when he applies his standard to the proposed course of action and its possible effects?

   His standards: That all persons may live in healthful surroundings and in dignity.
   That he have approval and love of his friends.

   The young man in the situation finds that the proposed action is, may be in harmony with his standard.

4. Deciding possible for or against a given course of action.

   The young man may decide to go out and collect open housing pledges because the action supports his feelings, because he believes the effects will be positive, and because the action is in harmony with his standard.

   Or

   The young man may decide not to go out and collect open housing pledges because, although the course of action supports his feelings and is in harmony with his standard, he feels that the effects would be more negative than positive. If this is what he decides, then he must go to a fifth step.

5. What alternative course of action can he choose?

6. Final decision.

7. Does the decision do what he wanted it to? He would need to check to find out.

   He must find an alternative that takes into account his feelings, the possible effects, and his standard. One example of an alternative he might find acceptable is to paint posters advocating open housing to be placed in store windows in the community. He may view this as copping out or he may view this as the first step in accomplishing his goals.

IN CONCLUSION

This course of study has attempted to equip you with understandings which should be of help to you, not only as you approach decisions about drug use and abuse, but also in numerous other kinds of situations which you may face in daily living.

You have been provided with basic information about drugs - their effects and possible consequences of different use patterns.

An attempt has been made to increase your understanding of human behavior, to help you identify the reasons why we do what we do so that you can better understand both your own behavior and the behavior of others.

You have been given opportunities to develop and examine alternative ways of solving the human-person problems we all face.

You have been encouraged to examine and further develop your goals in life and the standards or values you might use to help you attain those goals.

May we encourage you to continue to observe and learn from human behavior, to examine a growing list of alternatives to solve the problems and overcome the frustrations of daily living, and to establish for yourself meaningful, worthwhile goals to provide a basis for your future success as a human being, a fully functioning individual.

STUDENT FEEDBACK

TO THE STUDENT: You are participating in a program currently being developed through the cooperation of your school system and the Educational Research Council of America. Your thoughts about the program will help in program development.

After listening to the special instructions to be given you by your teacher, please fill out the following:

I. Please rate the following by circling the appropriate number:

1. The curriculum materials used for Unit V:

too difficult — too easy

1 2 3 4 5 6 7

dull — interesting

1 2 3 4 5 6 7

informative — uninformative

1 2 3 4 5 6 7

confusing — clear

1 2 3 4 5 6 7

2. The methods used to teach the material:

appropriate — inappropriate

1 2 3 4 5 6 7

disorganized well organized

1 2 3 4 5 6 7

helpful not helpful

1 2 3 4 5 6 7

unenjoyable enjoyable

1 2 3 4 5 6 7

II. If you had been teaching this unit, what materials or methods would you have used?

Other comments: